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1953

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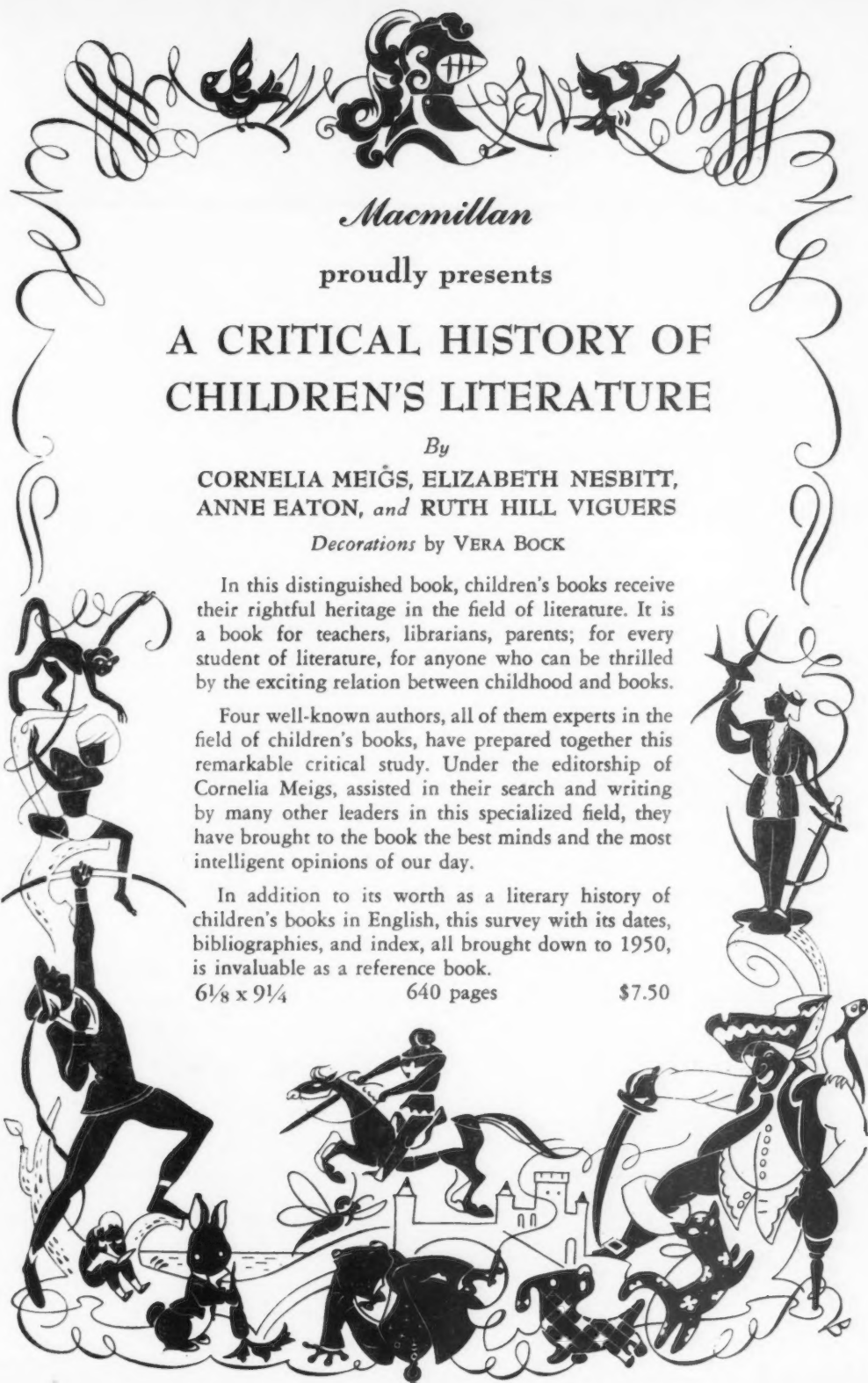
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By way of Introduction

Our cover illustration this month is from Walter Chandoha's new book for young people, *All Kinds of Dogs*, published by Alfred A. Knopf, Inc. Photograph by Walter Chandoha. Our appreciation to publisher and author-illustrator.

Our guest editorial is by the new chairman of the Elementary Section of the National Council. EDNA L. STERLING, director of language arts in the Seattle Public Schools, has long been a leader in Council affairs and is a member of the Commission on the English Curriculum.

Ann Nolan Clark, recognized this year by the Newbery Award Committee, is a highly talented writer who has devoted her gifts to the promotion of intercultural and international understanding. EVELYN WENZEL tells about her work in this issue. Last year Miss Wenzel, who has taught Children's Literature at Indiana and Iowa State Teachers Colleges and the University of Virginia, discussed the books of Laura Ingalls Wilder in *Elementary English*.

MRS. ADALYN VAN GILDER, who describes "a good day" in first grade, writes: "My interest in the elementary field was sparked when our daughter entered first grade. In response to our daily queries she invariably replied that she had had fun in school and they played games. It was a new experience to think of school in such delightful terms. Didn't they do anything except have fun and play games?, we wondered. And as we wondered, we were impressed with the way in which she was acquiring skills in the three R's. It didn't make sense to us that a child could have all this fun and at the same time be getting

the fundamental skills." Since then, Mrs. Van Gilder has made her own contribution, as a classroom teacher, to modern education practices. This is her first venture in professional reporting. Come again!

Language for *what*? LELAND B. JACOBS holds that the content of our speech is as important as its form. In his very helpful and timely article on name-calling, he shows how language instruction is related to the development of wholesome human relations. Dr. Jacobs, formerly of Ohio State University and now professor of Education at Teachers College, Columbia University, is a good friend and valued adviser of *Elementary English*.

IRNA RIDEOUT, a Lawrence College graduate and a teacher of English in La Crosse, Wisconsin, helps us with our problems in the teaching of punctuation. She is currently president of the LaCrosse Educational Association and of Delta Kappa Gamma.

Rich learning experiences by school children are often the result of rich experiences on the part of their parents and teachers. EMELINE J. McCOWEN has certainly enjoyed rich experiences. Here is part of her story:

"Most of my teaching experience was in private Country Day schools in Denver, Colorado, Lake Forest, Illinois, and Utica, New York. I taught at the Utica Country Day School for nine years and then became the Headmistress of the school. While teaching there, I directed my own children's camp for five years in the Adirondack Mountains in New York. I left there in 1946 to join the army as a WAC. I

thought I would experience a different type of work in the army, but after my basic training and eight weeks in the Administration school I was assigned to the Education Department at Fort Mead, Maryland. I was the only WAC in the United States assigned to that type of work. My duties during the day were to enroll and advise the boys who wished to continue their education in the Armed Forces Institute courses. I organized and supervised twenty classes held five evenings a week in 'Off Duty Education Classes.' A year later I was sent to Fort Monmouth, New Jersey, to the Signal Corps School and was then sent to the Pacific, in Hollandia and Manila, for a year as cryptographer."

The teacher who inspired BERNICE A. STEVENS was Lois Myerhoff Hinson, of South Pasadena, California. Says Miss Stevens, "She is still my most 'unforgettable person.' She loaned me books of poetry, and perceiving my interest, encouraged me to write as well as read. She read reams of the kind of stuff a kid writes, criticizing, praising, suggesting." Miss Stevens has written poetry for a number of magazines.

Much of the good leadership in elementary education has come from the book publishers. TREVOR K. SERVISS is among the most active of the educational publicists who have sought to adapt printed materials to the requirements of modern schools. He has spoken and written on many educational subjects, but his article in this issue on reading in the content areas is among his most eloquent statements.

The names of VIRGIL T. HERRICK and

BERNICE E. LEARY have long been familiar to readers of educational literature. Their article on the language development of children is unique in the fact that it sets forth the practical implications of research for home and school practices.

PAUL WITTY continues his report on the controversial subject of phonics instruction. Professor Witty, a frequent contributor to this magazine, is author of many books and articles on education. He is director of the Psycho-educational Clinic and Professor of Education at Northwestern University. Teachers in all parts of the United States have heard him speak and have called for "repeat" performances. Next month he reports on his latest study on children's reactions to TV, a subject in which he has pioneered.

The program of the convention of the National Council of Teachers of English, presented in this issue, looks most attractive. We have included only those topics which relate, directly or indirectly, to the elementary school. We urge all who can to attend the sessions in Los Angeles next month. (See advertisement.) For those who cannot, *Elementary English* will as usual publish the outstanding convention papers which deal with the elementary school level.

Our contributing editor, WILLIAM JENKINS, who keeps us informed about countrywide developments in the language arts in the elementary school, has changed his address. From Moline, Illinois, where he taught in one of the junior high schools, he has gone to Milwaukee. He will teach English at the Milwaukee State Teachers College.

MAY HILL ARBUTHNOT begins her second year as children's book editor of *Elementary English*. Her most recent books (*Time for Poetry*, *Time for True Tales*, and *Time for Fairy Tales*) are being

published as a single volume by Scott, Foresman. We are fortunate in having her wise and warm book comments each month.

EDITORIAL

First Things First

Naturalness is the charm prized most in children; yet so often adults kill that which they love most. Children are natural because they have not yet learned to be other than simple, direct, frank, guileless. Even so, they can at the same time be *naive* and *sophisticated*; obtuse and cunning; attentive and disinterested; indifferent and appreciative; obdurate and malleable. This naturalness is a complexity of inconsistencies. The child is both the Big Boy and the Little Man.

What he really is, of course, is growing, developing personality—this today and that tomorrow—reaching for independence, recoiling frequently to safety and security. This growing search for freedom results in a wide range of extremes in behavior, both assertiveness and indifference. Understanding of these disturbances, which are only signs of deeper upheavals within, is the first responsibility of parents and teachers. Children are children, not small adults, and if they are to grow naturally these sharp changes of growth must be understood, accepted, and guided, for "as the twig is bent, so is the tree inclined."

As the years pass, children grow, but they grow best in conditions that provide fresh air, sunshine, and good food. Likewise their minds expand in an environment full of opportunities for expression and rich in creative activities. Understanding, then, on the part of parents and teachers is of first importance: knowing how to meet the needs of a child; recognizing the stages of his growth; divining his individual likes and fears; respecting him as a personality; yet realizing how very dependent he is upon guidance.

While the child needs freedom to grow in his own way, he requires even more a wise direction that is constant and consistent. Children require change and variety, but they also need and respond wholesomely to plan and routine. Most children not only need to learn order, but they like it. They are confused, insecure, and baffled by disorder, however much of it they may themselves create.

Children do what they see others do. They absorb learning. They identify themselves with those they like or admire. Thus the teacher and the schoolroom atmosphere become, second only to the home,

the strongest and the most potent influence through what the psychologist calls *introjection*. Patterns of behavior, attitudes to self and others, courtesies and manners, habits of speech and writing are set unconsciously because "that is the way we do it in our schoolroom." Standards set specifically for the day's plan of work; ways of entering or leaving the room; order of carrying on a piece of planning or of making a report; courteous acceptance of suggestions or criticism all come unconsciously where they are accepted daily routine.

To be sure, such patterns of behavior are most acceptable when children feel they "had the idea." The teacher knows clearly the customs and procedures she wants to establish, but she wisely leads the children to formulate the plans and frame the statements. She guides the development to see that not too much is undertaken at one time; that the work is suitable and attainable for the individuals and the group; that the statements are in language that is understandable.

She accepts those things that are most important to the job in hand and to the high interest of the present, often postponing and rearranging some of her own predetermined items. She is eager to extend thinking and to enrich vocabulary and so brings in many books, magazines, poems, music, pictures that may not be ac-

cessible to the children. She also encourages them to search for, to recognize, and to discern materials, incidents, and experiences that are suitable and appropriate. Thus, they learn to evaluate and to discriminate between that which is profitable and that which is unrelated or not suitable.

In all classroom discussion and planning the teacher is alert for improvement in the use of language, but she puts first things first and moves from meaning to form and correctness. First of all, her own language is at all times an example and a challenge. She often accepts from a child clumsy wording and faltering expression, giving time for ideas to crystalize. She inconspicuously supplies words or leaves a faulty wording to be considered at a later time. She recognizes the needs for different handling of such illiteracies as *I seen it, I done it, He has came, They have went*, and the original variations such as the child's struggle for emphasis when she reported after a visit to the dentist, "I didn't also cry too."

The understanding parent or teacher knows how to accept and encourage the child's exaggeration of his own ability. Like the departing guest to whom five-year-old Paul said, "I'll write you a letter. I know how to print my name and yours." And the guest knew that Paul knew that she would know all he meant to say in between.

Edna L. Sterling

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ELEMENTARY ENGLISH

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OCTOBER, 1953

No. 6

Ann Nolan Clark: 1953 Newbery Award Winner

EVELYN WENZEL¹

Who's Who in New Mexico, in 1937, identified Ann Nolan Clark simply as "teacher and writer." In few people have these two professions united more propitiously and completely to produce a distinguished and colorful career.

Ann Nolan Clark's teaching career began with an unpleasant experience, one so unpleasant that she tried out factory work and journalism before returning to teaching again. Her return was to the children and people she knew best—the Indians of the Southwest. There, with the help of a sympathetic principal, she found her place as a teacher. She never left these people, though she expanded the range of her influence, geographically from New Mexico to Canada, Central and South America, and professionally from a teacher of children to a teacher of teachers. For, in recognition of her wide and rich teaching experience, the

Inter-American Education Foundation sent her to travel and live for five years in Mexico, Guatemala, Costa Rica, Equador, Peru, and Brazil in order to train native teachers to work with their own people.

Out of these experiences came *Magic Money*, *Looking-for-Something*, and *Secret of the Andes*.



Ann Nolan Clark

Mrs. Clark's writing for children grew naturally out of her work as a teacher. As do so many teachers, she found her materials unsuitable for the children she was teaching, and so proceeded to prepare her own. Again her sphere of influence widened as she joined forces with the U. S. Of-

fice of Indian Affairs and undertook to prepare materials for the government's new program for facilitating written communication with and among the Indians in their own, as well as in the English lan-

¹Summer staff, University of Virginia.

guage. Such a program first involved procuring the services of linguistics experts to translate the spoken language of the various tribes into a written language. Mrs. Clark went to live among the tribes to gather material. This experience along with her years of teaching these children qualified her uniquely to write the English texts which were translated into Sioux, Navajo, and Spanish. English and Indian texts were printed in parallel columns. Thus were produced the Indian Reader Series and thus was inspired *In My Mother's House*.

But such distinguished professional advancement that flowered in the presentation last July of the Newbery Award has its roots deep in the living and learning of childhood. In her acceptance speech, Mrs. Clark gives full recognition to the influences of her early life in Las Vegas, the town of her birth:

It was the days of early Las Vegas that set the pattern for my thinking. It set the pattern for my acceptance of people and folkways and traditions. It set the pattern which the years have deepened.²

She identifies four culture patterns which New Mexico gave her people, that of the Indians, the Colonial Spanish, the French Trappers, and that of "the States." She recognizes in her own family background the influence of the European tradition, for the Nolans "were also above all, Irish because grandfather said so."³ She attributes the success of her books to this influence: "If children like what I write, that's a gift to me from my grandfather's fairies in Ireland."⁴

²Ann Nolan Clark, "Newbery Award Acceptance," *The Horn Book*, 29:251, Aug. 1953.

³*Ibid.*, p. 251

⁴*Ibid.*, p. 257

Her own talents, combined with these cultural influences, provide a unique background for her work.

... all of this gave us understanding, a tolerance and acceptance and appreciation and ease with different people who have other ways of thinking and other ways of living.⁵

It is understandable, then, that Ann Nolan Clark should reveal in her life and writings a strong preoccupation with intercultural relations. Few teachers or writers have seen their responsibility more clearly and devoted themselves more sincerely and whole-heartedly to bringing about better understanding between cultures:

All children need understanding, but children of segregated racial groups need even more. All children need someone to make a bridge from their world to the world of the adults who surround them. Indian children need this; they have the child problems of growing up, but also they have racial problems, the problems of conflicting interracial patterns between groups, and the conflicts of changing racial patterns within the group. Anyway you look at it, it's rugged to be a child. Often I think more of us did not survive the experiences than meets the eye.⁶

Ann Nolan Clark's books for children fall into two classifications: the bilingual ones written for Indian children primarily as text-books and published by the U. S. Office of Indian Affairs; and those regularly published for all children. The text-books came first, the others later, but there is surprisingly little difference in quality between the two types.

The Indian Reader Series definitely presage the later books and constitute far better literary fare than many readers regularly used in public schools across the

⁵*Ibid.*, p. 252

⁶*Ibid.*, p. 253

country. These are truly delightful stories telling of familiar details of the everyday living of the Navajo, Sioux, and Pueblo children; revealing humor and sensitive understanding of these people as individual personalities as well as a minority culture with its problems; and written in simple, often poetic language which has an Indian "flavor" even in English. The readers conform in some degree to the conventional reader format—manuscript printing, short sentences, repetitive words and phrases, many illustrations, and a somewhat controlled vocabulary—but they have a literary quality superior to many of their counterparts in English.

These books contain much that is simple informative material. In the chapter called "Branding," in *Singing Sioux Cowboy*, children are told

Cowboys cut the calves from their mothers
They drive the calves into my uncle's corral
Mother calves bawl
Baby calves bawl
Cowboys work fast
Cowboys yell "Yi-pee"

The "Little Herder" series describes the work of a Navajo girl in each of the four seasons. In autumn she is busy sorting the wool:

I am helping my mother sort the wool
This pile we will keep
to spin into yarn for weaving
because its strands
are long and unbroken

Much of this material was later incorporated into the longer story of *Little Navajo Bluebird*. *Young Hunter of Picuris* tells a story of life in a Pueblo town:

Up, up, up
to Picuris
a red-brown town
a mud walled town

that hides in a pocket
of the purple mountains
above the red brown hills.

But many of the readers have a stronger thread of story and open with a "come-hither" note no reader could resist. *Who Wants to Be a Prairie Dog?* is "for little Navajos who have not learned to hurry" and begins by addressing the reader

This little boy is Mr. Many-Goat's son.
If you do not believe his story it is because
You are not short,
Nor fat
Nor slow
And never, never have
you been down a
prairie dog hole.

A series of four stories are introduced in this intriguing fashion:

These are stories
told just for fun.
They are not true.
They never were.
They could never be.
But what does it matter
in just-for-fun stories?

Could there be a beginning better calculated to relax the young reader and make him eager to read about the Pine Ridge Porcupine who lived at the Agency, or about Mister Raccoon in the watermelon patch?

Then there are the stories with more serious overtones, meant to present some of the problems of the people of whom they are written. Here Ann Nolan Clark's artistry is at its best, for only a teacher who knows and loves children and a person who has lived and felt with these people could deal with such problems so simply and effectively. *Little Boy with Three Names* tells about a Pueblo boy's summer at home after his first year at Boarding School and shows him con-

fronted with the puzzle of his school name (Little-Joe), his home name (Tso'u), and his church name (Jose la Cruz). Here is a truly artistic handling on a child's level of the problems of conflicting cultures.

The Indian Reader Series cannot be discussed without mention of the illustrations that add so effectively to the stories. Most of them are done by Indian illustrators. Those of Andrew Standing Soldier are especially remarkable.

Ann Nolan Clark's name appears on two textbooks written for all children: *A Child's Story of New Mexico*, written with a co-author, and *Buffalo Caller*, one of the Row, Peterson Basic Social Education Series. The first is rather a traditionally organized geography text; the second, primarily an information book containing the thread of a story.

Much better known than these textbooks are Ann Nolan Clark's commercially published books for children. With the exception of *In My Mother's House* these books were published somewhat later than the textbooks. *In My Mother's House*, originally written for Indian schools in and around Santa Fe, was published as a trade book and immediately became popular and loved by teachers and children alike. It is a book difficult to classify, for, like any piece of art, it becomes for the reader what he wants at the moment. Is it geography, history, poetry, philosophy, or religion? It is none of these, yet it is all of them, and scaled so perfectly "to size" for young children that it almost seems to have been written by them under the guidance of an artist teacher. And perhaps, indeed, it was.

Lakes

Are the holding-places
For water,
As the fireplace
Is the holding-place
For fire,

As the plaza
Is the holding place
For people.

I know a lake in the mountains
My Grandfather told me about it,
My Father told me.
My mother's Brother told me,
But My heart is the holding place,
My heart is the keeping place
For the things I know
About the lake in the mountains.

Always will I keep
In my heart
The things that belong there,
As lakes
Keep water
For the people.

After *In My Mother's House*, Ann Nolan Clark becomes the story-teller again, now on a reading level for older children. The addition of the story, however, in no way lessens their value as information books or detracts from their appeal as poetry. The story does enable her to do something for which she feels a strong responsibility: to help Indian children understand their own problems of growing-up and to interpret to children of other cultures these people she knows and loves so well. She says in her "Newbery Award Acceptance":

I do not like morals in stories—at least, if they show. But often I think that groups of children have messages for other groups of children and for grown-ups, too. . . . Each group and each child has some message, some story to tell. (p. 254)

And so she proceeds to tell the stories of the children she has known: of Doli, in *Little Navajo Bluebird*, who must decide

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whether she will leave her beloved home in the hogan and go away to School; of Tony in *Magic Money*, who has a "secret

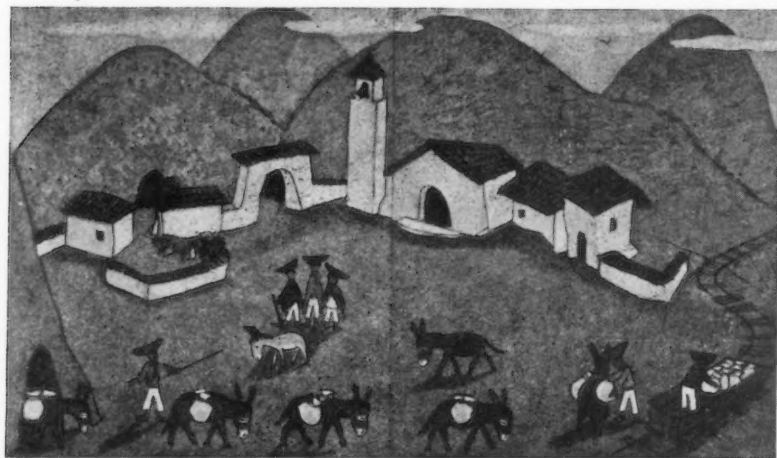


From *Magic Money*

want," and of his sister Rosita who wants shoes before she goes into the city to work; and, last of all, of Cusi, who finds for himself the "secret of the Andes" and faces and solves his own problem. *Magic Money* and *Little Navajo Bluebird* are beautiful family stories. Tony and Doli, though faced with problems, enjoy the security of love and understanding that all children need. Cusi must discover for himself how this need is being filled for him, for he thinks he wants above all else a family of parents and brothers and sisters. *Look-*

ing-for-Something is the story of Gray Burro, who has the typical human problem of being bored with things as they are and who "follows his ears" into new and strange places until he finds what he is looking for.

It is appropriate that *Secret of the Andes* should have received the Newbery Award, for it seems above all the other books to have a message in it. Mrs. Clark, herself, says that "It had been a gradual piling up of all that I had learned, and of all that I believed." Cusi is not, at first glance, an ordinary boy, but he shares in common with many boys a need for a "family" of his own and he faces a serious vocational choice—whether to remain in the valley and carry on Chuto's work or to go out into the world. The real message of this book is in the way he makes this choice. The Indian belief in an inner directing force which must be respected and fostered with great patience and understanding is one which our culture could well ponder upon and study. For Cusi, coming into manhood meant learning "to read his own heart." He had been restless



From *Looking for Something*

and full of questions about the mystery of his past but Chuto would not answer, for "the time is not now to know." When the time for knowing did come, Cusi realized that in his heart he must have known all along. Chuto in his wisdom had known, but had been willing to wait: "Of course you knew,

but you had to find out that you knew." This is indeed a message for teachers who, with all of their specialized training and access to scientific knowledge, have scarcely begun to know how to wait for youth to "read its own heart."

Few teachers have given themselves so single-mindedly to understanding a people as has Ann Nolan Clark in her long years of work among the Indians; and few writers have been able to effect communication between cultures so sensitively and artistically. Let us hope that this year's Newbery Award marks a milestone rather than the climax in her distinguished career. May Ann Nolan Clark continue to be productive for many years to come.

Books by ANN NOLAN CLARK

Indian Life Readers—all published by the U. S. Office of Indian Affairs

Sioux (in English and Sioux)

Sioux Cowboy
Singing Sioux Cowboy
The Pine Ridge Porcupine
About the Slim Butte Racoon
Brave Against the Enemy



From *Secret of the Andes*

Navaho (in English and Navajo)

Little Herder in Autumn
Little Herder in Winter
Little Herder in Spring
Little Herder in Summer
Who Wants to Be a Prairie Dog?

Pueblo (in English and Spanish)

Little Boy with Three Names
Young Hunter of Picuris

Other textbooks

A Child's Story of New Mexico (co-author, Frances Carey) Lincoln, Neb., Uni. Publishing Co., 1941

Buffalo Caller, Evanston, Ill., Row, Peterson, 1942

Trade Books (all published by the Viking Press)

In My Mother's House, 1941
Little Navajo Bluebird, 1943
Magic Money, 1950
Looking-for-Something, 1952
Secret of the Andes, 1952

A Good Day

ADALYN VAN GILDER¹

Today was a good day.

By all traditional standards I went to school this morning unprepared. For the first time in the three months I've been teaching first grade I drove to school without a minutely detailed list of the things I wanted to include in the day's activities. Until today I've spent several hours at home each day lining up activities for the next day's classes. I've literally worn myself out hating the burden I've been carrying for the children's activities during a four hour school day. Today I sallied forth with nothing more in mind than a broad framework for the day. At the end of the morning I had nothing to regret.

As I greeted the youngsters at the door they were bursting with accounts of the community parade last night—the parade in which Santa Claus ushers in the Christmas season. Almost to a child they had all seen the parade, and they were full of it. In the midst of excited snatches of conversation Susan came alongside me and whispered that today is her birthday. She beamed as she imparted this information. I knew she was six but, cautiously, in a whisper, I asked how old she is now. With a real show of pride and a sense of importance she whispered back that "Today I'm six years old." I asked if she wanted to draw her birthday cake on the board but she asked if I wouldn't draw it for her. She thought I drew "prettier" cakes than she did, and besides, she wanted the other youngsters to guess whose birthday it was from the reading placed under the cake—

"Happy Birthday, dear Susan." So Susan selected the colored chalk from the chalk box and explained that although she picked out red chalk she really wanted a pink cake like I had made when Dennis had his birthday. "And yellow candles, please."

After our opening exercises we discussed our plans for the day. The children knew that the day was to be a short day, with an early dismissal because of the Thanksgiving holidays. They wanted to know how much time we would have. I said I knew we would have time to do some number work and have reading circles. Out of our discussion a plan was put on the board.

The youngsters had indicated in our previous planning sessions that they liked to have the things listed in the order in which they would occur. [Although I write down the activities as they give them to me I arrange them in an order which I feel will provide for alternating periods of quiet work and more active relaxation.]

After the milk money was collected I drew a pink birthday cake on the board and under it printed "Happy Birthday, dear Susan." Some of the youngsters speculated about whom the cake was for but several knew it was Susan's cake. At this point I brought out the puppet I had acquired in my extension course the night before and had him sing "Happy Birthday" to Susan. The youngsters were fascinated.

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They clapped and wanted him to do it over again. Meanwhile, Susan stood wreathed in smiles. The puppet said he'd rather hear the children sing to Susan, and he would like Jimmy to hold him while they were singing because Jimmy had a birthday last week. Jimmy and the puppet led the class in singing "Happy Birthday" to Susan and the second verse, "How old are you?" Then Susan, grinning from ear to ear, sang the reply. "I'm six years old." At the children's request they sang the birthday song over several times, taking turns holding the puppet. After that Susan took the red chalk and put lights on her birthday candles.

The youngsters loved the puppet and deluged me with questions about it:

"Where'd you get it?"

"Honest, did some kid make that?"

"Will you show us how to make them?"

I agreed that I'd be glad to show them how to make a puppet and then asked what they could do with them after they made them. They decided they could make the puppets into a story, or they could have a puppet show "like on TV." The air was full of suggested stories in which they could use the puppets to good advantage. Then someone suggested timidly that he was going to make a puppet for his baby sister for Christmas. This suggestion was greeted with enthusiasm and many of them decided on the spur of the moment that all their Christmas-giving problems are now solved—they'll give everybody a puppet for Christmas.

How soon could they make the puppet, was the next question. We talked about

what materials are needed and decided to begin making the puppets on Monday after the Thanksgiving holidays. Over the holidays everyone was going to hunt up enough material to make at least a dozen puppets.

I suggested next that the six candles on Susan's birthday reminded me that we had been learning some number stories about *six* during the past few days. Who would like to go to the board and rearrange the candles on the cake to tell a story about *six*? We pursued this activity about fifteen minutes, during which the children took turns at the board illustrating various combinations of six with the candles on the cake. There were still some children who wanted to work at the board but I feel that children tire easily waiting their turn. Hence, I suggested in terminating this activity that they might take manila paper from the shelf during "free period" and draw as many number stories of *six* with cake and candles as they could think of. If they decided to do this, they were to write the actual number story under each picture.

"Now," they said, "we're ready for 'Show and Tell' time." They said they didn't have anything to show today but they had lots to tell about the parade last night. Harry came up to me to whisper that he's got a big surprise for the children—he did have something to *show* but he's been keeping it a secret. Last night at the parade Santa Claus gave him a teddy bear (about three inches tall.) Harry had kept it in his pocket all morning to insure its being a real secret for "Show and Tell." Please, could he be first on "Show and Tell" because he didn't think he can keep

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it a secret much longer? I told the youngsters that Harry had a wonderful secret to show us and would they agree that he might be first today? Whetted by the thoughts of a "secret" they agreed Harry could be first.

Harry's story went something like this: "Santa Claus' helper gave me this teddy bear at the parade last night. He looks like Tim in our reading book. He ain't as big as Tim but he's nice. I told my Mother and Daddy I'm going to show him on 'Show and Tell.' His leg comes off but it ain't really busted because you can put it back on again—like this. My Mother says I got to be careful with him. I saw a funny clown at the parade, too."

In response to their demands for closer inspection Harry allowed the teddy bear to be passed around the class. Later one of the youngsters suggested that the teddy bear should be allowed to come to the reading circle. Yes, everybody agreed, this was a wonderful idea.

Many of the children recounted their experiences at the parade. The more verbal gave elaborate accounts of what they had seen. The less articulate were willing to go to the front of the room to say—"I seen two Santa Clauses. One was real, the other was a helper."

"I saw a big boat in the parade."

"I saw a funny horse. It was two men."

Then someone told of having seen Rudolph, the red-nosed reindeer and spontaneously several youngsters began to hum it. We all joined in. They all seemed to be reliving the parade. They were enjoying themselves so much that I thought they must be having as much fun telling about

it as they had had at the parade. After everyone who wanted to had had a chance to tell about the parade I suggested that maybe we'd get some good paintings about the parade at the easels. If anyone wanted to paint a parade picture we could hang it on our bulletin board.

Then it was time for reading. I explained the pieces of independent reading materials I had prepared for them, and the first group came to the reading circle. The teddy bear had his own chair in our circle and the children expressed delight over our visitor of the day. We had planned that today we would read our favorite story because the children were to be allowed to take their books home, to read to Mama and Daddy, over the holiday weekend. Most of these youngsters have always shown a good deal of enthusiasm over reading but today there was no holding them down. Everyone wanted to be the first to read his favorite story. This was the slowest pre-primer group. I've been discouraged about them so many times, but on this day they had me in the clouds. As each one took a turn at reading a story about a boy named Dick, I said to myself, "These kids are slow but they are beginning to learn to read."

It's wonderful the way children can grow. Shirley, to be sure, read her own version of the printed story, but it's the first time Shirley has made such a valiant effort. Today she prefaced her reading with, "I can't read it," and she looked downcast. She was sitting next to me and I squeezed her and said, "I'll bet you can if you try." It wasn't perfect by any means, but there was no doubt when she finished that she was proud of herself. Sarah, com-

menting on Shirley's reading said, "See, she couldn't do it but she told a good story about the pictures." I could have hugged Sarah for this because Sarah is the little so-in-so who, in her eagerness to read, always wants to read the words without relating them to the picture action.

The next two groups came to reading circle—the best and the middle group. Today, for no reason, they pulled their chairs up so close to me I felt as if they were sitting in my lap. The best group put the teddy bear to work carrying out the thought of the context in "Tim," the story in the pre-primer. Too many of them picked the "Tim" story, and took on the role of Sally when she says,

"Go up, up, up, Tim.

Go down, down, down, Tim."

I wondered as most of them read, how many I've been holding back too much in going ahead in their books. It was David who focused my attention on this—he read a story near the end of the book that we hadn't got to in class. Obviously, I must put David on an independent reading program to challenge his superior reading ability. There's no holding him down.

So the reading circle went. Everyone was a tremendous success. I hoped their parents would be as proud of them as I was.

"Free period" is the time when, having finished their independent reading activity, the children may work at whatever activity they wish. These include art and crafts, reading, games (number and reading), etc.

It's been a hectic time so far this term getting them to see the need for carrying

on these activities quietly because other children are in the reading circle. Sometimes it's been so noisy I've had to say that unless they work quietly at these activities they may not use the "free period" materials. Once I carried out my threat and called off "free period" because of the noise. After that we discussed how they could help to have a more quiet "free period," and things were somewhat better. But some days have gone well, and other days haven't been so good. Almost everyday I needed to remind them that "someone is forgetting about working quietly."

Today it happened. The principal came in while two of the groups were having "free period." As I looked around the room, trying to see it through his eyes, I noted that several boys were making birthday cakes on the blackboard with the appropriate number stories; several children were intent on making designs on the peg boards at their desks; the easels were used by children who were painting and quietly discussing the subjects of their endeavors; one youngster spilled a box of dominoes as he carried them to his seat; and others were working with clay and puzzles. He might have thought that Roy was noisy because Roy was playing with some Indians that had been brought in as a part of a Thanksgiving scene. Roy was making appropriate Indian noises but with less volume than his usual fortissimo. I tried to remember that this was growth for Roy.

The room wasn't quiet but I was grateful that the sounds coming from the youngsters meant, to me, a good wholesome kind of noise—the sound of children doing something that was important to them.

Reading circle over, I rang the bell to indicate that when "the big hand on the clock gets to the next number" it will be time to have put away all "free period" materials, and be in our seats ready for milk and crackers.

After milk and crackers we got down to the business of "going home." Today I selected Richard to get the class ready for dismissal and to take them out to the bus. Richard is a live-wire who, today in a responsible role, suddenly remembered all the things he has been guilty of so many times in the past. Today, in getting the children ready for dismissal, he suddenly jerked his own hat off his head and made the following demands of his classmates:

"Robert, your floor needs to be cleaned up before your row can get their hats and coats."

"When you stop talking, Sarah, I'll send your row for their coats and hats."

"Freddie hollered when he went in the closet. He didn't help us get ready quietly."

"Someone on the second row has their Indian head on the floor. Pick it up—it's getting all dirty."

"I see five boys who got their hats on in school. You aren't supposed to wear hats in school or church."

And so, on he went exacting the most rigid demands from his classmates. I wondered if I really sound and look like this when I get them ready to go home. It could be, but I hope most of today's dismissal can be chalked up to Richard's first taste of authority. There's no doubt in my mind that they get ready for dismissal much more readily for another youngster than they do for me.

Richard led the group down the hall to the home-bound bus.

Helping Children Understand Name-calling

LELAND B. JACOBS¹

Much has been said by educators about helping children develop and extend their vocabularies. Less has been said about guiding children in their development of sensitivity in the use of words. Important as vocabulary development may be, extensive vocabularies insensitively used thwart and impede democratic human relationships. So in the modern elementary school teachers not only must teach children more and more words and their meanings. They also have an obligation to guide

children in such constructive uses of words that doors to understandings between people are kept open.

One aspect of word sensitiveness to which elementary school teachers may well give attention concerns names and name-calling. The alert teacher has observed how frequently this matter comes up in classroom situations. The problem is,

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then, what we may well teach children about names and name-calling for improving democratic behavior and personal effectiveness.

In the first place, we will teach children that in our American way of living we need names. Names constitute an important part of our language equipment. Without a name it would be practically impossible to preserve one's personal identity in his family, neighborhood, or school group. It makes a difference whether one is named James or Joan, Clara, or Conrad. We usually identify sexes by given names. Boys may be named Robert, Joseph, or Henry, but girls are named Roberta, Josephine, or Henrietta.

Surnames, too, are important for identification with one's family group. If one says, "I saw John today," someone is quite likely to ask, "Do you mean John Johns or John Jenkins?" "Jane" may be enough to identify a girl in her own family or small circle of friends, but in the community, where other "Janes" may live, it makes a difference whether this girl is Jane Black, Jane Brown, or Jane Greene.

Children need to learn that we Americans have gone further and have invented titles to designate persons in terms of their services. We hear these titles in daily use: Dr. Jones, Father Harriman, Reverend Rickard, Rabbi Silverman, General Pershing, Senator Smith, or Mayor Potts.

Then, too, children should know that we have built up an elaborate scheme of names to communicate with each other concerning various affiliations. Some of these labels deal with nationality backgrounds, as Swede, Italian, Mexican, Ca-

nadian. Some of these group labels identify a person with sectional or state groups within our own country, as Southerner, Westerner, Hoosier, Buckeye, Cracker. Some labels indicate our religious preferences, as Methodists, Mormons, Catholics, Quakers, Episcopalians. Some labels are indicative of our racial heritage, as Orientals, Negroes, Nordics, Indians. Still other labels suggest political affiliations, as Young Republicans, Democrats, New Dealers, Fascists. Even in school life, names are chosen for school teams: Lincoln Railsplitters, North Huskies, or Con-dolia Cowboys.

But children need to comprehend that Americans not only use names to identify and distinguish groups and individuals. We are today—and have been from the early days of our history—extravagant "name-callers" also. In our personal lives we have created many kinds of familiar names—perhaps nicknames—to personify a given individual. Frequently one hears a person called Butch, Liz, Cap'n, Red, or Honey. Our history books tell us about Yankees, Red Coats, Do Nothings, Carpet Baggers, Suffragettes—language inventions, for the purpose of distinguishing, classifying, or characterizing differences among groups dealing with the affairs of national life.

Children need to recognize, too, that we have developed elaborate name-calling devices in our inter-group life. Group labels such as "Country Hicks," "City Slickers," "Dead End Kids," "High Brows," and "White Trash" could be expanded into a long list. These group labels, moreover, slyly shift to individual name-calling, for while these appellations start out to characterize groups, persons can get

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Teachers can guide children so that they know the differences between names and name-calling. Boys and girls can be taught to recognize when naming has ended and name-calling has set in. They can be helped to keep their thinking clear by noticing when a person is being referred to by his name and when he is, more or less emotionally, being called a name. To say that Patrick O'Brien is in town is quite different from saying that the "Shanty Irishman" is in town. If children are taught intelligently to keep this distinction in mind, they will maintain a more precise and more sensitive understanding of what they are saying or hearing said in the everyday use of language.

After children comprehend this tendency on the part of Americans to be "name-callers," they can also be taught that name-calling is, in and of itself, neither all good nor all bad. They can see that some name-calling is constructive both in its intent and tone. When a mother calls her baby "Sugar Dumpling," "Scalawag," or "You Little Monkey," she is expressing verbally her love for the child. She would be horrified if one suggested that she was calling her child dough, or reprobate, or lower animal. In our culture we have come to accept such name-calling as verbal symbols of endearment.

When children call their peers "Freckles," "Dutch," "Shorty," "Tubby," or "Goggles," these are likely not to be considered either by the donors or the recipients as insults. Rather, these are distinguishing friendly labels that demonstrate security and acceptance—their "in" with

their group. When adults call others in their families or close circle of friends "Doc" or "Duchess," "Lefty," "Sandy," or "Blondie," these words are symbols of esteem and good fellowship.

While the distinction is a rather fine one, children can come to see that some name-calling which in itself sounds harsh or cruel is really harmless. The tone of such name-calling seems belittling, but the intent is mutual understanding and friendliness. If a spirit of acceptance and approval prevails, such name-calling as "Mutt," "Skunk," "Drip," "Dope," or "Screwball" can be quite harmless. In an oblique way this name-calling really means "I approve of you;" "You know me so well that you understand I wouldn't hurt you."

Children can be taught to see that some name-calling actually builds up the person, since the label is one of endearment, love, and affection. Or it is a sign to him that he is secure, that he belongs. Such name-calling is deeply rooted in Americans' language behavior. It is robust and picturesque and humorous. In some instances it is almost poetic, for it expresses, in some form of personification, warm feelings and emotionally desirable relationships between the individual who uses the name-calling and the one who accepts it.

But the child in the elementary school must also be helped to know that much name-calling which he hears is harmful and destructive. Its purpose is to play up differences, to the end that individuals or groups are disadvantageously set apart. Its aim may be ridicule, depreciation, or the creation of suspicion. It may also be an attempt to build up oneself or his group

affiliations by creating name-calling labels that run down other individuals and their groups. In both intent and tone, destructive name-calling finds some way to hurt other human beings, as the following examples point out: "Wop," "Dirty Gertie," "Dumb Bell Class," "Double Crosser," "Road Hog."

Children need to see that all harmful name-calling is intent on setting other people apart. It may be in terms of personal appearance or personal ability or personal characteristics, as: "Lame Brain," "Sissy," "Yellow," "Baboon."

Too, some harmful name-calling has as its purpose the demonstration of ill-will toward an individual because of his group identification. It may be in terms of a person's nationality, his race or color, or religion. It may also be directed toward some occupational choice. In such cases the intent of the name-calling is to put the individual outside of acceptability; the tone is malicious and hurtful. Some examples of this type of harmful name-calling might be: "Pollock," "River Rat," "Flatfoot," "Rube," "Chink," "Fish Eater." The list could be multiplied many times.

Children of elementary-school age can see that such harmful name-calling breeds insecurity and distrust among people. It makes some people feel unnecessarily superior and others inferior. In some cases it stands in the way of people working for mutual benefits or common goals. It leads in extreme cases to actual aggressive behavior against an individual or group because the verbal label in itself has become so hateful.

Children can also be taught to see that one of the most harmful effects of destructive name-calling is the evolvment of stereotypes, in which fixed unchangeable general characteristics are ascribed to a person which may not be descriptive of his personality at all. A stereotype is a myth; it characterizes some "generalized" person who does not or could not exist. In the first place, a stereotype accentuates differences and minimizes likeness to other people. It presumes that everyone to whom the label is applied has all the undesirable characteristics which the name-calling implies. Then, too, the individual, through this verbal branding, is made to appear inferior. Moreover, the user implies that he knows more about a group or an individual than he really does. And, finally, when one tosses stereotypes around glibly, he stops thinking reflectively and begins to act on low, emotionally-dominated levels of behavior.

As children develop language power, it is important for democratic citizenship that they learn to be wary of catch-phrases, of stereotypes, of name-calling that propagandizes for or against individuals, groups, or causes with strong emotions and few thoughts, with great heat and little light. Boys and girls need to know that name-calling can, indeed, be like a sharp knife.

The teacher who does not simultaneously help every child toward increasingly more mature levels of sensitivity in using his extended vocabulary neglects the child's highest potential in language development—that of free communication among free men.

A "Clinic" Solved Our Punctuation Problem

IRNA RIDEOUT¹

"May I take a patient now?" was a question heard frequently in my seventh grade English class this year. The requests came from Doctors Stop, Comma, Quote, Apostrophe, and What-Do-You-Mean (spelling), all experts in the fields of punctuation and spelling. Sometimes it was the patients who came asking for expert advice from the authorities in the clinic.

Our clinic began when I started my pet book-writing project, which I described in detail in the October, 1950, *Elementary English* and which is still a source of pleasure and satisfaction to my students and to me. It didn't take the class long after planning what they were going to write to realize that enthusiasm isn't enough to write books but that one needs to know how to punctuate and to spell correctly. The youthful creative artists were frustrated when they wanted to use conversation and didn't know just how to do it well. They realized also that even though we used class time to explain and to drill, there weren't hours enough for the teacher to help each student adequately. What we could do we decided was to help each other. As problems arose in writing our books or in our social studies lessons, they would be treated by those who knew the subject better than their peers did. It was not really difficult to decide who would bear the distinctive titles of "Doctor" in our clinic. Some had already shown an aptitude for correct writing and a desire to help others.

At a clinical staff luncheon one noon at school our chosen doctors and their teacher discussed the problems of writing, times for office hours, and ways of helping those in need. They decided to use one corner of the English room exclusively for the clinic and to post a sign telling that office hours were to be during study halls, home room periods, and class periods when time permitted. With my assistance they found books and remedial exercise sheets and familiarized themselves with this material. They spent much time reviewing and studying before attempting the task of helping others. A patient coming with a question would no doubt need drills and explanation before a cure could be effected. Each physician also made a folder which contained a clinical report of his patient and a few sample papers. On the wall above the table they pasted an imposing array of diplomas, which looked authentic with gold seals, bits of ribbon, and well-printed statements about completing courses in commas etc. One of the most attractive read:

Wisconsin

State Board of Grammar

This hereby certifies that

JAMES A. COMMA

of the county of LaCrosse, in the state of Wisconsin, having successfully passed the examination conducted by the Board on the 30th day of January 1953 and having complied with the requirements of Wisconsin Statutes 103

¹Teacher of English, Longfellow Junior High School, LaCrosse, Wis.

IS Hereby LICENSED
to practise COMMAS in Longfellow
School, 7th grade English class

In witness whereof said Wisconsin
State Board of Grammar Examiners
has caused its seal to be affixed this
30th day of January 1953.

Ad Verb	President
Pro Noun	Secretary

The seal was a penny. The clinic looked very much like the real thing, even to the line of patients awaiting their turn.

We were ready now for work. During office hours doctors would labor with their patients over diseases of punctuation and spelling. It seemed that Dr. Quote was always in demand because everyone wanted to write conversation. Before this quotation marks had been so unnecessary! Both patient and doctor were eager to meet, willing to work at the problem, and pleased with the results. When I checked papers and found mistakes, I quietly turned the writer and his paper over to the specialist. Soon I noticed the number of mistakes decreasing. No patient ever complained that the medicine was too strong or that the price of improvement was too high. It was surprising what a few treatments could do to inspire a writer who had evidenced little interest in correctness before this. Doctors, of course, are not immune to disease, so it was not uncommon to see Dr. Quote administering a dose of corrective exercises to his colleague, Dr.

Apostrophe. When there were problems that baffled the experts, they were free to call on me for a consultation.

As we evaluated our year's work, I found that the majority placed the clinic high on the list of worthwhile projects and suggested that next year's class be given an opportunity to organize one.

"Dr. Quote helped me a lot," said one girl. "She showed me how to use quotation marks, and I had fun doing it."

One of our poorest spellers wrote a long paragraph telling of the help he had received from Dr. What-Do-You-Mean and asking that the project be continued next year. In the whole paragraph, written in class, there were only two misspelled words.

To me the clinic was a success because my pupils began to realize how important correctness is and had fun improving their written work. They learned to share and to cooperate. Those who were helped learned to express their appreciation. It was such a satisfactory experience for pupils and teacher that already I am visualizing the back wall of my room next year covered with elaborate diplomas stating that the University of Chicago certifies that Judy has passed her four year course on punctuation, or that the University of Wisconsin assures us that Donald has diligently pursued and successfully completed a course in apostrophes.

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Rich Learning Experiences in the Third Grade

EMELINE J. McCOWEN¹

How can we arrive at a program that will assure us of the maximum development of children? The answer may be simply stated: Let the children share in the planning of their curriculum. When ideas and interests originate with them, we can be sure of successful outcomes.

Discovering what our children's interests are is the fundamental step. This cannot be determined unless we give them freedom to express themselves and freedom to explore materials. Through the sharing period the first thing in the morning, children will talk about those things which are important to them. Many children may not know their interests. It is the responsibility of the teacher to stimulate them. Books of many types on the library table, a variety of science and social studies material which the children may browse through often help in the discovery of an interest. A social studies book may develop an interest in some phase of transportation; boats, trains or airplanes. A science book may suggest an interest in animals, weather, fishing, lumber, astronomy.

Through such means, interests may be determined as was true in the case of one third grade group. The children in one third grade found they had a variety of interests which they wished to explore. They finally agreed on four activities: Bridges, Boats, Trains, and Animals. The children then recognized the need for some form of organization. After groups were formed according to interests the

teacher helped them find adequate meeting places with the necessary facilities for carrying out their work. Each group expressed a desire for a table, a place to keep their books, and a bulletin board. The children decided that the best time for meeting in their groups was during the social studies period the last thing in the morning.

For the next two days the teacher observed the children's progress, noting particularly their method of organization and planning. The four groups were arriving at the same general conclusions but with varied approaches and degrees of intelligent thinking and planning. Their conversation ran like this:

"Here are some books for us to use. Where shall I put them?"

"Good. Give them to me. Let's pile them on this table. No. Let's empty this book shelf and keep them here."

Bill looked at the book shelf and said, "That looks like a library. I have an idea. Let's make a library and have a librarian."

Susan found some pictures of animals for her group. "Shall I pin these up on the bulletin board?" she asked.

"Let's see them," said Mary. "Oh, we don't want all of these. Some are pigs and cows. We are only interested in woodland animals of Michigan."

Tom suggested, "Why not have some-

¹Third Grade Supervisor, Campus School, Western Michigan College of Education.

one take charge of the bulletin board and select the pictures we want to put up?"

"That's a good idea," said Mary.

Jean was working with the group interested in boats. The second day she remarked, "Everyone is doing the same thing. I do not think we should copy what someone else is doing. I think we should all decide what we want to do."

Lee, who was interested in trains, was concerned with the recording of information. Being an avid reader, he had found important information which he thought should be written down and shared with the group. "Why don't you be the one to write stories about what we find?" suggested Jim. Lee was then satisfied that his job was an important one.

The teacher was pleased with the way the children were recognizing their needs for organization if their committees were to function effectively. The third day she thought they were far enough along in their thinking to share their progress. She called on Jon to report first as she felt the children in the "Bridge Committee" had recognized the most specific needs. This committee had chosen a librarian, a recorder, a bulletin board supervisor, and someone to be responsible for the art work. They had even gone a step further and recognized the need of a leader. Jon was elected chairman. He was well deserving of this honor. His first suggestion as leader was to say, "I should like everyone to help on this committee and have a definite responsibility. Each of you four leaders choose an assistant so if you are absent your assistant can carry on your work." There were nine children on Jon's

committee. When he had finished his report the teacher asked, "Jon, are these people on your committee only supposed to do the job they have been assigned to?"

This apparently had not been discussed for Jon took a minute to think through the value of a one job assignment per person. He answered, "Oh, no, we will all help each other, but each one of us will be responsible to see that our job is done." Teacher guidance of this type was constantly necessary to help the children understand and interpret their plans and procedures.

All of the committees shared their progress. Ideas were enthusiastically received and adopted through this exchange of reports.

At the end of the first week the committees were well underway in developing their interests. Their recognized needs for organization and planning were completed. Each child had a definite responsibility in his group and each group had a leader. The teacher was now ready to watch the children's growth in developing purposes for carrying out their interests.

On Monday morning of the second week when the children arrived in school, they immediately went to their places of work. They felt the importance of their new jobs and were eager to begin. Ideas were growing and being explored.

When it was eight thirty the teacher called the children together to discuss the plans for the day. There were loud groans, comments and questions as to why they had to leave their groups. "Please can't we skip our other work this morning and

work in our groups? We have so much to do." This was the general feeling of all.

The teacher recognized the children's interest was keen. Why should they be dragged away from this valuable experience to plan some isolated subject matter drills for the morning? Too often in our children's school day, we divert their attention from an interest to subject them to work we think is more important. This often develops frustrations, and undesirable attitudes and defeats our purpose in creating real life situations for learning.

But let us see what took place during the following weeks when the mornings were devoted to these vital group interests. Perhaps there were learning situations far above what the teacher could have helped the children comprehend through her planned, directed lessons.

The Bulletin Boards

The children in charge of the bulletin boards were busily putting up pictures. Maybe they stayed a day or two before more important pictures or magazine articles were brought in. The children's own written articles and illustrations were now ready to be put up. Comments and discussions took place as to the attractiveness and selection of materials to be used. Down came the present displays and the bulletin boards were rearranged. Often there were such remarks as, "I am tired of looking at these pictures. Let's change them." Each time more thought was devoted to this activity. The children were now developing a critical attitude and a sense of value in selection and neatness in arranging attractive bulletin boards. The teacher noted that this activity was the first one in which all the children felt free

to share ideas. There was a child responsible for the bulletin board in each group, but ideas were cooperatively exchanged. This was what the teacher had hoped might happen—that all the children would experience expression and participation in each of the responsibilities.

The recorders were busily carrying out their work, but were faced with a grave problem—their limitations in spelling. Here again the teacher must act as their guide. When the children could not get help from anyone in their group, they ran to the teacher for the spelling of a word. The teacher suggested a notebook for recording words they would constantly need. The notebook was alphabetized so it could be used as a dictionary. When the children wanted a word they brought the notebook to the teacher and turned to the correct page for writing the word. The teacher also used this opportunity to introduce the dictionary. Several dictionaries were provided for each group. When the need arose the teacher guided the children in the use of the dictionary for the spelling of words and as a reference for the meaning of words. Through this *functional* need, the dictionary was soon recognized as a valuable aid and became a part of their daily experience.

The children responsible for materials were finding many sources. They collected books, magazines, encyclopedias and maps. Books were sought in the school library, public library and from the children's homes. They were generous in sharing materials they found which would be helpful to other committees. It was a daily occurrence to hear a child say, "Here, Susan, I found a book on animals which I thought

your group might like." And another child, "You may borrow my book on boats. I brought it from home." The children were eager and pleased to help each other. The organization of material was carried out in various ways by the children in charge. Bill, on the Bridge Committee, was so intensely interested in his responsibility that he had unconsciously memorized the dates on the National Geographic magazines as a means of cataloging the information contained in them. He acquired a book shelf and arranged his materials in the fashion of a library. The magazines were filed according to dates. When a child asked for the magazine which had the picture and article of the Golden Gate Bridge Bill said, "Oh, yes, that is in the 1948 magazine," and he could immediately lay his hands on it.

The chairmen of the groups were also feeling their responsibilities in helping wherever they were needed. Jon, on the Bridge Committee, was the first to recognize the need for daily reporting as a means of understanding what his committee members were planning to do. The teacher thought this was an excellent idea and stated that she also would like to know each day what the groups' plans were. The problem was put before all of the children as to the best means of informing each other of their progress. The suggestion was accepted that each group make a report the first thing in the morning. The reports could be made by the chairman or any members of his group. These reports became a valuable part of the program. They gave each committee an opportunity to share their information and learn what others were doing. A more

important outcome, however, was that it helped children organize their thinking, recognize the need for direction, purpose, and planning. It also gave them an opportunity to summarize and evaluate their own progress. Discussions followed each report with challenging, stimulating questions. This, too, helped the child reporting see that he must be well prepared and informed. Questions asked often aroused a curiosity for further study of the information reported. The teacher was a very important member of the listening group during report time. This gave her an opportunity to ask questions, make suggestions and guide the children in thinking through problems and purposes.

Bridges

Now let us see where all this is leading. Let us spend a day with each of these groups and actually see what they are learning and talking about. We shall visit the Bridge Committee first. The teacher quietly drew up a chair in the manner of a visitor. Jon, who had been absent the day before, started out by saying to his assistant, "Bob, I should like a report on what the committee did yesterday."

Bob reported new findings of the day before and reviewed a few of the activities. He then called on each member of the group to tell what each had been doing. At the conclusion Jon showed his approval by saying, "That was fine work. You did a good job. Here is a *Geographic* magazine with a picture of the Golden Gate Bridge."

The children eagerly gathered around the table to view Jon's picture. The caption under the picture was difficult to read, but Jon proceeded with help from the teacher. The article stated that the twin

towers on the Golden Gate Bridge were as high as a sixty-one story building.

"How high is that?" asked Peter.

The teacher suggested that they all go to the window to look at the city buildings. (The school was located on a hill facing the business center.) "What is our tallest building?" she asked.

With one accord the children responded, "The American National Bank Building."

"How tall is it?"

"Fifteen stories tall."

"How tall would it be if it were twice as tall?" asked the teacher.

After a moment's hesitation two of the children conceived the answer, "Thirty stories tall."

When asked how they knew, they said they just knew that fifteen and fifteen were thirty. Adding with carrying had not been a part of the children's experiences thus far in the third grade. The teacher recognized this as a good time to introduce this new mathematical process. Together, in a simple, natural manner the children added five and five, agreed it was ten; placed the zero in the ones column and carried the one ten to the tens column, arriving at the answer of thirty. This opened a new thinking process in their mathematical world. Back to the window they went as they had only computed half of the required height.

"Now," said the teacher, "You can imagine that building to be twice as tall as it is, but can you add another building to that one, which would again be twice as

tall as the thirty story building?" This was a challenge. The children were using their hands to measure. Their hands were moving farther apart to include four bank buildings to reach this perspective. Suddenly one child said, "I get it." He quickly sat down and reached for his pencil and paper. "This is what it looks like." He drew on his paper a building fifteen stories tall, added another building fifteen stories tall, and then another section twice as tall as the first two. The teacher pointed out in mathematical terms what the child had perceived, marking the sections with numbers. "We know fifteen and fifteen are thirty, can we find out what thirty and thirty are? Everyone wrote thirty and thirty on his paper and together found the answer to be sixty. Suddenly Jean visualized the final height by adding a small section to the top of her drawing which completed the sixty one story building. This experience opened another avenue for these children's thinking. They were entering the world of perception; a world of visualizing and comparing. They were gaining an understanding of how to start with a known quantity and to interpret an unknown quantity.

Reading further in the same article introduced other mathematical experiences for that day. The children read that the Golden Gate Bridge was 9,266 ft. long. Here was a number they could not read because they had not had numbers in the thousands. An explanation of this was a new and thrilling experience. The abbreviation for "feet" was meaningless. This was explained. Again they had to have a means of interpreting this number. The teacher asked the children if they knew

how far from the school the faculty apartments were. "About a mile," responded the children, who lived there. The teacher wrote on the board, 5,280 ft., and said, "Let us double this number and add five and five. We would have 10,000 ft. which would be two miles, but 'about' the same as 9,266 ft. So the Bridge was 'about' as long as twice the distance to the faculty apartments. From this experience the children were visualizing distance, again based on a known quantity, but this time computed with the understanding that they were not figuring the distance exactly. From this the children were sensing generalizations. The article further stated that 18,000 cars pass over the bridge daily. The nearest conception of this to the children was that cars must be traveling over it every second of the day. The Bridge would constantly have cars on it. The children also read that the Bridge cost \$35,000,000 to build. This was their first introduction to reading numbers in the millions. Another new number experience for the children was to subtract the date the Bridge was built from the present date in order to find out how old it was.

"I wonder if you have to pay to go across the Golden Gate Bridge," asked Bill.

This started a discussion of tolls; why some bridges have tolls and the cost of them. Several children had been across the George Washington Bridge and knew the toll was fifty cents. They enjoyed figuring the round trip fee on bridges with a 50 cent toll fee and a 10 cent toll fee. The teacher showed the children a map of New York and let them find the states the George Washington Bridge connected and

the river it was constructed over. Interest was now centered on the George Washington Bridge. Bill brought out a book from his library shelf which had information on the George Washington Bridge. He read that this bridge was a suspension bridge. "What is a suspension bridge?" asked Jim.

"Let's look it up in the dictionary," said Betty.

The definition was not clear. The teacher helped them interpret the term. Bill continued to read. His source of information stated that the bridge was held up by cables that were thirty six inches in diameter. The symbol for inches was a new experience. The children wanted to know the meaning of diameter so again a reference to the dictionary was suggested. The teacher helped interpret the explanation. Then she took the pie tin off the caterpillar cage and with a ruler showed the children how to measure the diameter. They noted the yard stick was thirty six inches long. The teacher laid the yard stick on the board and drew a circle around it that was thirty six inches in diameter. The children then visualized the width of the thirty six inch cables. Diameter became a meaningful word in their vocabulary. From this experience they were able to measure the diameter of many objects. One child couldn't imagine how a steel cable could be made that large. The teacher explained that this was done by twisting together many small steel wires. The children were interested in looking through their pictures of bridges to see if they could tell which ones were suspension bridges. They found that one was labeled cantilever bridge. They looked

up the word cantilever which was discussed with them by the teacher.

Another picture in a *Geographic* magazine was of a Roman bridge. This bridge was made of blocks of granite laid one on top of the other and not held together with mortar. Mortar was added to their vocabulary after looking up the meaning. The children recalled their earlier attempts to build towers with blocks which always ended in calamities. This bridge was the width of eight men standing abreast. Abreast was looked up and added to their vocabulary. The children stood eight abreast to visualize the width. They decided they were smaller than men so they added two more children to get the correct interpretation of this width. Attention was called by Robert to the information in his book about the first bridges not made by man but made by nature. After reading his source, a discussion took place, with the guidance of the teacher, on the wonderful advances man had made in the construction of bridges. Robert had read that fallen logs and rocks in streams were the first types of bridges. The children found through reading that their conception of the purpose of bridges was false. They were not only for the purpose of crossing water, but were used to "bridge" any span and as an overhead for roadways and railroads.

This discussion took about an hour and a half. The teacher suggested a recess. The children felt they had learned a lot that morning. When they came back from their play they eagerly returned to their work. They felt they had much to do after their stimulating discussions and were eager to continue their activities. Jon sug-

gested that they record some of the information they had found. The artists felt they had a better understanding of ideas to go into their pictures. Another hour busily passed with writing, looking up words, reading, painting, arranging bulletin boards, and aiding each other with their many activities.

At the end of the morning one child said, "It is fun to do this and not have to do any spelling, arithmetic, or any of our other work."

This was a interesting comment. The teacher used this remark to evaluate with the children what they had accomplished. Together they decided that they had used arithmetic, spelling, writing, reading, and skills in using the dictionary, in looking up factual materials of science and social studies. They even had done some problems that belong to geometry! These academic learnings were only a small part of the value of the morning's living. The thinking through of a problem, sharing of ideas, and use of the democratic process that took place would have taken many weeks to develop in a teacher directed type of program.

A day spent with each of the other three groups revealed the same types of experiences taking place. There was the same keen interest in the other committees' findings and activities. There was the same happy atmosphere for learning and working together. The information, skills, and knowledge gained, of course, differed according to the development of interest significant to the groups' topic.

Boats

The thinking and discussion of the

children in the Boat Committee began with an interest in a book about the *Queen Mary*. The reading of the children became more exciting as they began to conceive of the size of the *Queen Mary* and as they noted and absorbed the explanations of comparisons. They found a picture of the *Queen Mary* lying beside the Empire State Building which was the same in length. Some children had seen the Empire State Building. They knew it was 102 stories high. They read that the *Queen Mary* carried 3,439 people. This was difficult for the children to visualize. We compared this to the number of students who attended our college and found the numbers were "about" the same. They read that the garage on the *Queen Mary* would hold sixty six cars. We counted sixty six cars in the school parking lot. The children also found out that Columbus' ship, the *Santa Maria*, would fit one hundred times into the *Queen Mary*. After having found a picture of the *Santa Maria*, they drew a chalk circle on the *Queen Mary* to estimate the size of Columbus' ship. Further reading revealed that the *Queen Mary* had twenty three elevators. The biggest department store in our city had three. The *Queen Mary* could travel across the ocean in four days. It took Columbus two months or about sixty days. These were only a few of the experiences which were helping to build mathematical concepts. Many new terms were looked up in the dictionary. Words were added to their vocabularies and the spelling learned.

The children were concerned about the cleanliness of the swimming pool on the *Queen Mary*. This led to an interest in

reading and discussing water filtration and the use of chlorine. A committee contacted the high school science teacher for further information. An experiment was set up to explain water filtration. The discovery and use of steam for locomotion led to further research and discussion. The children learned that the *Queen Mary* had telephones. This stimulated an interest in reading to find out how people could telephone and cable from a ship. An elementary understanding of air waves and radio as a means of communication from ship to land was thus developed. These were a few of the science experiences which were outcomes of this interest group.

Map reading was taught as children needed to know where England was and the other countries which were referred to in their reading.

Let us see briefly what the highlights of interest were in the group studying Trains. From their books and resource material a major interest developed in the history of trains. An interest in locomotion from steam to diesel engines introduced many scientific discoveries. The children's reports showed a wealth of information had been gained about the use of trains, types of trains, people who worked on trains and the importance of trains for communication. Many arithmetic problems arose in computing dates, time, and distances. The children pored over time tables and planned imaginary trips. A knowledge of spelling, vocabulary building, use of dictionary and writing experiences was evident from their written reports. To culminate their work, this group arranged for a train trip to a nearby community so the children could see relation-

ships between their reading and the actual transportation device.

Along with the process of learning, study skills and democratic practices developed in these activities. Let us summarize them:

An understanding of—

1. The use of the dictionary
2. The use of books and magazines as resource material
3. The use of the library for reference material
4. The use of maps and time tables

Experiences in—

5. Organizing material
6. Oral communication in presenting reports
7. Writing stories and reports

Once I learned a lesson which has helped me avoid superciliousness.

I had spent several minutes explaining to a boy the stanzaic construction of Shelley's "Ode to the West Wind." When he failed to understand, I spoke to him to caustically about his deficiencies. He looked a trifle disconcerted, but made no reply.

On a very cold morning a few days later, I was attempting desperately to start my car when the same lad passed the garage door. He observed my futile maneuvers, came in, and asked, "Can I help you, sir?" Embarrassed at being caught helpless, I grunted a noncommittal response.

He lifted the radiator hood, peered in to the bowels of the engine, took from his pocket

8. Outlining and taking notes on information

9. Exchanging ideas

10. Working cooperatively and sharing responsibility

11. Working independently

12. Learning the value of organization, planning, and leadership

13. Developing confidence and a feeling of security in themselves

14. Developing self-respect by completing a worth while activity

These learnings are inevitable if children are allowed the time and freedom to develop their own interests.

Not only is this type of program valuable to children, but it is stimulating to teachers as well.

a tiny screw driver, made one or two turns, and said, "I think it'll start now, sir." Sure enough, it did!

Then he expounded to me some mystery of the carburetor which I could not comprehend. Observing my perplexity, he directed my attention to the mechanism itself, and, without the slightest trace of annoyance, showed me what had been wrong. He was a better teacher than I had been.

After that, when a boy wrinkled his forehead over the difference between a metaphor and a synecdoche, I remembered the carburetor, moderated my wrath, and started again.

—Claude M. Fuess in *Independent Schoolmaster*. Little, Brown and Company, (Boston. 1952).

A Tribute to Inspirational Teaching

BERNICE A. STEVENS

The train was long, and I was late. Bringing my car to a stop, I prepared to fret over the petty annoyances of an ordinary day. Then my mind wandered. . . .

Suddenly I came to with a start, realizing that the train had almost passed. Many minutes had passed with it. But I had been unconscious of both, unconscious of annoyance, lost in a world of my own. This, I was sharply aware, had happened countless times before. In moments of irritation or stress, even in deeper moments of loss or disappointment or grief, my mind had found a place of serenity for its refreshment.

Where had I been? What had I been thinking? Words came drifting back from that other world:

Of all the myriad moods of mind that through the soul come thronging,

Which one was e'er so dear, so kind, so beautiful as longing?

And:

She sees the best that glimmers through the worst;

She feels the sun is hid but for a night.

Many years ago, a grade-school English teacher did a wonderful thing for me. She introduced me to poetry. Did she know she was presenting me with pure delight, intensification of happiness, and comfort for all trouble?

In how many difficult situations have I thought:

She finds the fountain where they wailed, 'Mirage!'

When loss has seemed unbearable, back over the years have come the words:

The old order changeth, yielding place to new,

And God fulfills Himself in many ways
Lest one good custom should corrupt the world.

When a bleak world has held no security:

It is not the sea that sinks and shelves,
But ourselves that rock and rise
With endless and uneasy motion.

And when all the world is full of beauty and meaning:

Then heaven tries earth, if it be in tune,
And over it softly her warm ear lays.

Seldom, now, do I choose Tennyson, Wordsworth, or Lowell when I go to my bookshelf. But the long-ago lessons of an elementary English teacher built the foundation for the lifelong enjoyment of all good poetry. And in hours when I need a comforting bulwark against an encroaching world, as well as at times when the world is bright with beauty, my mind still reaches for its first volume of poetry, and I think:

The thing we long for, that we are, for one transcendent moment.

Reading in the Content Areas

TREVOR K. SERVISS¹

It has been assumed, at times, that education need provide only the bare essentials of knowledge and the minimum skill to use that knowledge. But think how much the child needs materials and methods of thinking which will enable him to cope more effectively with the problems of life. Reflective thinking is important and somewhere along the way the child has to acquire many skills and abilities. Specifically, for example, the child must be able to

- discuss and define problems
- observe phenomena accurately
- select pertinent data
- collect, analyze, and organize information
- draw inferences from data
- formulate hypotheses and test them in actual situations
- deduce conclusions accurately

Add to these abilities the qualities of active curiosity, intellectual caution, and tolerance of new ideas; the tendency to adopt successively different points of view; the expectation that scientific methods will be successful in solving problems; and the determination to see a problem through to its conclusion, and one begins to see the possibilities of acquiring to some degree the elements of wisdom given by T. V. Smith as curiosity, modesty, sympathy, and piety (that is, reverence for society and for nature). It is clear, I believe, that the development of these abilities and of these qualities will depend to a large extent upon books. Any student of child development can see immediately the relationship between reading and growth.

Henry James, in reviewing some of the works of Stevenson, remarked that he could not appraise *Treasure Island* critically because, he said, "I have been a child, but I have never been on a quest for buried treasure"; to which Stevenson replied that here indeed was a willful paradox. "He who has never been on a quest for buried treasure has never been a child! And there never was a child (unless Master James) but has hunted gold, been a pirate and a military commander and a bandit of the mountains; but has fought and suffered shipwreck and prison and imbrued its little hands in gore and gallantly retrieved the lost battle and triumphantly protected innocence and beauty." Yes, indeed, we can depend upon the imaginations of children in presenting our reading programs. The illiterate is always bounded by direct experience; and even the educated man at times may be unaware of the contribution of vicarious experience.

The need for books seems too obvious to mention, but there are those Jeremiahs who believe that radio, TV, the movies, and other technological advances have condemned reading to limbo. I cannot agree. We all have our favorite books and one of mine which I believe should be more widely read than it has been is *The Happy Mountain* by Mariston Chapman. It's a story of Kentucky and in it the mountain boy starts down to the city to learn about another kind of life. The boy, Waits-Still-on-the-Lord—called Waits for obvious reasons—stops overnight alongside the road and falls into an after supper conversation with the man of the house as they loll around the fireplace. After Waits confesses that he wants to go to the city to find books by saying, "Man like me needs

¹Editor-in-Chief, D. C. Heath and Co. This paper was read before the New England Reading Conference, Poland Spring, Maine.

book-learning," his host replies, "Book-learning is a dangerous thing . . . Book-learning is no more than getting your head all swarmed up with other folks' notions. They write 'em down to get shet of 'em; but likely as not, time the book's in your hand, and you've taken the weight of it into your own head, they've changed their minds, and keep thinking fresh thoughts, while you sop up their old ones . . . What you want with other men's dead thoughts when you might be using your head-piece to have live ones of your own?" Waits, not to be dissuaded from his purpose, thought carefully and finally replied, "Some thoughts never die. And maybe there are big thoughts in books I'd never edzact outen my own head." Later on after Waits reached the city and found the public library he wandered among the shelves with their thousands of volumes including those in Braille and as he stood there in awe of all that had been put into books he said slowly, "Whether it be by sight of the eyes, or by finger's touch, a book only gives up its meaning to him that has a fellowly feeling. Books are a person's lives and thoughts, and a man's got to feel that other life while he reads the words."

Perhaps all children have the same basic needs and drives as Waits had, and perhaps our biggest job as teachers is to help them develop that "fellowly feeling." And if there is any area where books are needed most it is in the content fields: in the social studies, science, health, safety, mathematics, yes, even character education. Even creative writing is tied closely to the vicarious experiences derived from books. Providing an adequate library is to clothe the substance with meaning. Good teaching will assume responsibility for fulfilling this obligation.

Not a few of the difficulties in learning in the content areas arise from lack not only of reading abilities but of wide reading itself. Charles Hubbard Judd made the point one time that the most difficult type of history

program for children was an outline history. There is no merit, he argued, in simply giving the children less reading to do in areas of little understanding, for children cannot fill in details as we can. The trouble comes, said Mr. Judd, when we expect children to remember and to recall all the details of what they have read. What we should do is to help them see the vast panorama of social progress through a vast amount of easy reading; then, to retain the picture and to forget the minor details—"the interesting, forgettable detail"—was Mr. Judd's phrase. By this emphasis on the picture as a whole the child's love of history will be so enhanced that the knowledge and feeling which he gains will more likely become an inseparable part of his thinking.

Not too long ago considerable concern was expressed by librarians for the direction which the teaching of reading had taken. Frances Clarke Sayers, for example, believed that "the mechanics of reading has encroached upon the ultimate purpose of reading, the art of reading, if you will, and the result is confusion." She complained that experience per se was over-emphasized and had led to the attempt to create artificially the experience which was presumed to be "meaningful" to the children. "It tends to rob children of their natural sense of wonder."

Shall we, then, include as a test of fitness of reading material that of being within the experience of the child? And do we mean real experiences only or are we aware of the uses of vicarious experiences? Must the child see a real zebra to enjoy the one in a book? Mrs. Sayers says "no" and cites the instance of the two-year old who surprised everyone by her delighted cry of "Zebra!" when brought before its cage at the zoo. Reading, it seems, extends experience, too, and the wise adult is careful indeed before he places limits upon what he thought were the experiences of the child. Mrs.

Sayers would be happy today if she could see the reading programs in many schools.

Reading is considered now the responsibility of many areas—influencing and being influenced by all parts of the whole school program. It may be advisable, however, to designate the types of children's books which will be most useful in furthering the objectives of the content areas. I am not unmindful of De Quincey's essay on the Literature of Knowledge and the Literature of Power and I am willing to risk the upraised eyebrows of the literati in suggesting that our definition of children's literature needs considerable expansion. De Quincey, you will recall, says that the function of the Literature of Knowledge is to teach and that it "speaks to the (mere) discursive understanding"; that the function of the Literature of Power is to move and that it "speaks ultimately to the higher understanding or reason but always through affections of pleasure and sympathy." But for all his categorizing DeQuincey realized that all literature could not be classified so easily when he called attention (although almost parenthetically) to the "vast proportion of books—history, biography, travels, miscellaneous essays, etc.—lying in a middle zone" where there is the interblending of the two types. Much of what we believe to be children's literature in the content fields lies in this somewhat nebulous space. Thus the books which contribute so much to the expanding interests and understanding of children do impress; they do move; and they do build more firmly the factual basis of the child's beliefs and knowledges. The proper designation lies, or so it seems to me, not in the question of the absolute in literature, but in whether or not the book contributes to the growth of the child. This is not to lower standards of writing nor is it to ask the child to accept shoddy writing. It is, as the architects tell us, simply to emphasize the fact that form follows function. Many books for children are ephemeral because the subject matter is part of the passing scene

which colors only temporarily the progress of man; but much of what is written for children will form a part of their growth, which is based upon the slow, deliberate increase in knowledge and in power.

It is difficult for me to believe that the reader of Doris Gates' *Blue Willow* isn't moved, that he isn't a different person than he was, with a new outlook on the migratory worker. Of course his knowledge has increased, and not only because of an accretion of facts. He knows more, largely because, through the story, he has become imbued with the setting, with the characterization, and with the way of life which determines and is determined by the course of the action.

At the risk of seeming to generalize from too few particulars, I should like to call attention to the fact that the best authors of children's books know the first demand made by their readers—the demand for a good story, a story where things happen. But the realization of this fact does not preclude the treatment of the basic themes of human living—faith, integrity, love, justice, courage, tolerance—and the writers of the best books emphasize these themes just as truly in books for children as in adult fiction. Social sensitivity isn't a lesson to be learned in ten easy steps; it is acquired at least in part by living vicariously with the characters of fiction.

Nor would I be less insistent in saying that non-fiction, too, has an integrity of writing and a spirit which characterizes clearly the quality of the writing.

There need be no warning to those who know children of the dangers of trying to moralize to children through the story. You know too many horrible examples of attempts at reformation through the insidious preachments of books which were neither good literature nor honest pictures of their times.

To a large extent, of course, the content

subjects must depend upon works of non-fiction, but we must not presume that selectivity is any less important here than in the field of fiction. Fortunately, nonfiction books for children are more abundant than ever before and include sound materials in all of the content areas. There is little excuse for any sterility in social studies programs when one examines the many books which are at once sources of valuable information and series of dramatic stories of human interest. Particularly impressive are the many outstanding series of books being published today. The American Heritage Series of Aladdin Books; Land of the Free Series of Winston; the Landmark Books of Random House; Life Stories of Grosset and Dunlap; and Regions of America Series of Harper. While the quality of writing is not of uniform excellence even among the books of a single series, proper selection by teachers will unearth dozens of books which children will enjoy and which will add pleasurably and profitably to the interpretation of the panorama of social development.

In science, too, books ranging from the "How to do it" type to advanced theoretical discussions are available. The books written by Herman and Nina Schneider, those by Herbert Zim, and a host of other titles help develop scientific concepts simply, clearly, and truthfully.

I believe I urged the use of all types of literature to buttress the program of the textbook and of the curriculum. Certainly I would include plays and poetry, but I would be careful not to dissect them or tear them apart in the mistaken idea that interpretation is furthered by any such process. I cannot forget the remark of one little boy who said, "Poetry is something we make prose out of. This is called interrupting the poem," nor the teacher who wrote

Of our own children's teachers
God save us, please, from those
Whose assignments always feature
Turning poetry into prose.

What child (or adult, for that matter) can fail to have a different idea of the westward movement of the American people after he reads *Western Wagons* by Stephen Vincent Benet. Dozens of other examples rush into your minds, I know. Somehow, it seems, the poet is more keenly attuned than others to human strength and weakness and as the child finds those "best words in the best order," as someone has put it, he too grows in social sensitivity.

Actually our most serious problem is not to find books, but to select the right ones from the thousands available. You know, of course, the many excellent bibliographies issued by the American Library Association and various national educational organizations. But to accept without thought books simply because they are on one or another list is not in keeping with our knowledge of child psychology nor even with the advice of those who made the lists. If I were to interview a prospective teacher I would want first of all the answers to two simple questions—first, does he know children? and second, does he know children's books? I am still firmly convinced that when the right book and the right child come together the result is magic and this happy circumstance can be brought about by the teacher who knows good books and the children to whom he recommends them. I don't know the one hundred books which *all* children should read because I don't believe in rigid absolutes, but I do know hundreds of books which hundreds of children should read. To find the right book does require effort, but it is not unreasonable for the teacher to ask herself these questions:

1. Is the book relevant to the interests and needs of the child?
2. Is it consonant with his reading ability?

3. Is the content adequate and well selected?
4. Is the book faithful to its purpose?
5. Is it authentic?
6. Is it well written?
7. If fiction, does it tell a good story and are the characters alive?
8. Is the book attractive?

Other questions may come to your mind but these will give some idea of the beginning of selection. Fundamentally, of course, we want to help children develop means for choosing their own books. Growth in taste and in power of discrimination depends basically upon finding out for oneself what is suitable and interesting. Only through experience with an abundance of books and a diversity of reading materials will an appreciation of worthwhile literature be developed in children. There is increasing recognition that growth in reading skill and in favorable reading attitudes depends largely upon providing diversified, interesting reading material from which children may select (or be guided to find) printed matter consonant with their abilities and relevant to their varied interests, needs, and activities.

In mentioning the criterion of objectivity, I did not mean to exclude or even to minimize the unique character of the author. We depend too much, it seems to me, upon a supposed objectivity in non-fiction and we seem to require complete detachment on the part of the author. Actually, of course, no such thing is possible or even desirable. Canon Richardson of Durham, England, calls attention sharply to this point in a section on the character of Historical Thinking. "There is an envious distinction," he says, "between the establishing and collecting of facts and the writing of history." In the first, he explains, the personal beliefs of the researcher should be excluded as much as humanly possible, but in the second, the writing

of history, any attempt to exclude these personal beliefs and values is futile and undesirable. History, in a very real sense, is a science, but it involves literary sensitivity which by its very nature involves the personal values of the writer. If this is true in factual history, think how much more it applies to historical fiction. Any type of writing which excludes personal interpretation leaves the most colorful and exciting history a series of gray sketches. This is not to say that historical fiction is any less true to fact; it is simply to say that awareness of these personal values and alertness to their use are important aspects of selection and evaluation of books. Kenneth Roberts insists (and not without reason) that his works rest on a more secure grounding in fact than many so-called objective histories. One need but consider how selection of facts and their classification can color any factual presentation to see that authenticity involves the value concepts of the writer. Selection and classification are based, of course, upon some scale of significance—a scale of significance developed by the author over a long period of years. Historical material for children must avoid reference to any final verdict of history, for each new age will have its own perspective. We see history from the perspective of our own age and, conversely, we see our own age from the perspective of history. But there are guides to help in the selection of good books in history just as there are in science and the other content areas.

If I were to characterize a good library in the content areas I would ask among other things that reading materials be abundant, diversified, interesting, and easy—selected from sources both old and new. With this wealth of material I would try to show children that eventually they must accept the responsibility for selecting their own reading and for evaluating it in terms of their needs and interests.

I would call attention, too, to another aspect of selection and evaluation of books often

overlooked in our passion for development of the individual. Individual differences are seen in reading programs almost more than in any other academic field. You may recall that when John Dewey, Charles Beard, and Edward Weeks were asked a few years ago for the titles of the twenty-five books which each considered of greatest social significance and personal profit, there were only three titles common to the three lists. So it is with children; in the final analysis we strive to have each person build his library in the light of his unique personality. But with all of our insistence upon individual patterns of growth we must not forget that while the child is an individual, he is an individual in a group; not the same group for long, perhaps, and in different groups for different purposes, but none the less in a group having certain common interests, needs, and goals. It is quite likely that at times certain books will be useful for the whole group and should be read by all or a large part of the group. The demand for this type of reading will often come from the members of the group themselves if the commonness of purpose is clearly established. This is not at all to say that I think the emotional needs of youth will be met by "assigning" *Evangeline* or *The Man Without a Country*. But I can easily see that a study of industrial expansion will be invested with an air of reality more readily if high school students read such a book as *The Rise of Silas Lapham*.

But selection and evaluation are only part of the picture; the use of books is the ultimate goal and teachers will be held responsible for the achievement of that goal. A study made recently by ten social scientists for the American Book Publishers Council traced the aversion to books to the schools where, they said, book reading was connected with the ordeal of examinations and the chore of compulsory assignments. Thus, reading was not a symbol of a pleasurable activity, but of an imposed dis-

cipline. If this criticism be true we must indeed develop reading programs which will make reading a vital part of living.

The picture is not so dismal as one might think, however. Look back only a few years, if you will, to our experiences in World War II. It surprised many to discover how easily new readers can be made and how widespread are their interests. And anyone who tells you that military personnel read only comic books has simply been misinformed.

Books properly used, in spite of the intense competition from television, radio, and the movies, will demonstrate again and again the unique qualities they possess. The book is always present and accessible in the same form and may be referred to again and again. "There is something about a man and his book—alone in the quiet of his room—which sets that experience apart from all others. The book is yet the most direct and untainted form of communication man has yet devised. He will not easily abandon it."

Skills and techniques in using literary material in the content areas must be developed in the light of the purposes for reading. Proper speed of reading, for example, can be determined only with the consideration of purpose. At times the speed of scanning the page is needed; at other times deliberation is called for and it may take many minutes to read a single paragraph. We have no desire, of course, to develop a generation of page rifflers. We may find ourselves in the position of William MacAndrew when he was a district superintendent in New York City. Upon discovering that the children of his district ranked high in tests of speed but low in tests of accuracy in arithmetic, he reported to the superintendent that his youngsters could do things wrong faster than any group in New York!

It is not too difficult, however, for us to determine the kind of readers we want if they

are to have their horizons broadened by extensive reading in all content fields. We might, for example, consider readers as defined by Coleridge:

1. Sponges—who absorb all they read and return it in the same state, only a little dirtied.
2. Sandglasses—who retain nothing and are content to go through a book for the sake of getting through the time.
3. Strain-bags—who retain merely the dregs of what they read.
4. Mogul diamonds—equally rare and valuable, who profit by what they read and enable others to profit by it also.

We can develop some Mogul diamonds, it seems to me, when we realize and can show our youngsters that the book may be the one full medium left through which we can adjust to modern living; the one medium which provides for the "social space" necessary in these adjustments; the one best medium which provides a bridge between cultures. I do not mean that I believe any book will, by its existence or by intensive reading, solve the problems of cultural maladjustment, but I do mean that it may contribute to understanding.

The social scientists who carried on the study for the American Book Publishers Council said, "It seems unlikely that a particular passage or book suddenly changes a man's attitudes and opinion; as a matter of fact, most research in this area shows that people read in line with their predispositions and that reading re-inforces already established attitudes instead of changing them."

But in spite of general agreement, I would remind the Committee that these predispositions, these established attitudes come from somewhere and that while change is difficult or perhaps impossible in adult life, there is considerable reason to believe that healthy attitudes can be *established* in youth. Here, in-

deed, is the point at which reading makes its greatest contribution to desirable social and personal well-being. But the responsibility for guiding the use of books is tremendous. Writers of children's books must be among the best writers. Let us in turn help children find books convincing in portrayal, vivid in sensory imagery, reasonable and alive in characterization, discerning in the revelation of universal truths. You think I am describing *Alice-All-By-Herself* by Elizabeth Coatsworth, *Blue Willow* by Doris Gates, *The Trumpeter of Krakow* by Eric Kelly, *Christmas Without Johnny* by Gladys Hasty Carroll, or *Homer Price* by Robert McCloskey? Well, perhaps I am.

Gerald Johnson reminded us not long ago of a fairy story which Horace Walpole discovered nearly two hundred years ago entitled *The Three Princes of Serendip* which helps to explain the surprising outcomes of a free reading program. The heroes of the tale had an unusual gift for discovering delightful things quite by accident while they were searching for something else. Walpole thought that the story hit upon an interesting truth and from the title he coined a new term, "serendipity"—the faculty which some persons have of discovering the unusual while on quite another mission. I mention this story here, for it seems to me that children have an unusual degree of serendipity in their reading. However much we (and they, incidentally) think we can list the desirable outcomes from reading any so-called collateral book, we often find out that what the children have discovered is delightful and even pertinent but far from the expected outcomes. They may have found a new friend; they may have solved a difficult emotional problem; they may have extended their social and intellectual horizons; they may have changed in any of a dozen ways. And we must be very careful that we haven't limited our judgment of the value of the book to the answers to a list of questions on the specifics

of the subject. A pretty nebulous pattern of growth, some will say. Perhaps, but I can think of nothing more likely to establish the love of reading. Fortunately, no dichotomy need be set up. The serendipity of the child if it is present is in extension and not in place of, the reading purposes which the child has made for himself or which he has been guided to establish. My plea is that we allow children's literature to make its contributions in as many ways as possible. Arthur Koestler once said: "(You can) write a biography of Napoleon in terms of his pituitary gland as has been done; the fact that he incidentally conquered Europe will appear as a mere symptom of those two tiny lobes, the size of a pea. But beware of the arrogant error of believing that it is the only picture."

If we believe that in developing the curriculum we must adhere either to a theory based upon child development as the means of classification or to a theory devoted only to social needs, we had best re-examine the studies of children and discover that there is no "either—or" situation in working with them. We have many sources of help in finding books for children as I have mentioned before, but I do want to re-emphasize one point which you all know; this is, it is often impossible to separate adult books from children's books. I know of no greater pleasure I have ever had with teachers than in spending a university course reading children's books—not in methods, not in source materials of instruction, but in simply becoming acquainted with and in enjoying the best in books for children. And conversely I have seen many children reading with apparent pleasure books usually thought of as those for adults. The most extreme example came to my attention recently when I was visiting in a fourth grade room in Los Angeles. On a fascinating bulletin board in the back of the room, which was used exclusively by the children, I found some book reviews. Upon inquiry I was told that the children had developed a simple form

which each one used to recommend books to of the subject. A pretty nebulous pattern of his friends. Each reviewer gave the author, title, a brief account of the story, and the part of the book he liked best. Much to my surprise I saw that one of the boys had a card for Hamlet on the board and underneath the proper space he had spelled out laboriously (and I might add, correctly) "I like best where Hamlet said, 'Alas, poor Yorick, I knew him well.'" No one asked the youngster for any explanation, of course, but many perplexed adults wondered what had happened. I suppose this proves nothing except that one small boy had browsed in the family library or had discovered what his older brother was studying, but it did bring sharply to my mind the reflection that the division of material into juvenile or adult lies often not with the book but with the reader.

There is little doubt that modern reading programs are more flexible in character, more varied in type, more particularly for and about children than ever before. We can look with some satisfaction to the fact that more children are reading more books than a generation ago, popular belief to the contrary notwithstanding. Much of this is due to the emphasis placed upon reading as a worthy occupation by teachers, librarians, and other professional workers in the field. Much credit too belongs to authors, illustrators, and publishers who are providing so many excellent books.

The purposes and hopes of all these people are common ones. We realize more clearly than ever that writing is an act of faith, not a trick of grammar. We know that consciously or unconsciously the child acquires his feeling toward reading and his pattern of reading from his whole environment, of which the school is the most completely unifying agency. If we are truly interested in the development of the whole child about which we speak so glibly we must be careful to study the needs and interests of children and to discover all the experiences,

both real and vicarious, which will contribute to growth. For my part, I cannot imagine a world of childhood without books.

When I note the care and intense effort which teachers are putting into the development of a satisfying and stimulating program for children, and when I think of the understanding and insight with which authors are writing books in the content areas for children, I am reminded of a section from Walter de la Mare's *Memoirs of a Midget*. You will recall that as the midget, after her confirmation, sat quietly thinking over her childhood, the memory of a conversation with her mother went through her mind.

"Once, . . . in the midst of my multiplication table I had broken out unannounced with, 'Then God made the world, mama?'

" 'Yes, my dear.'

" 'And all things in the forests and the birds in the sky—and moles, and this?' I held down my limp, coral-coloured arithmetic.

" 'Yes,' she said.

"I wondered awhile, losing myself, as if in wanderings like Ariel's, between the clouds. 'What, mama, did He make them of?' my voice interrupted me.

" 'He made them,' said my mother steadily, 'of His Power and Love.'

"Rapidly I slid back into her company. 'And can we, can I, make things of my power and love?'

" 'I suppose, my dear,' replied my mother reflectively and perhaps thinking of my father in his study over his Paper and Hops, 'it is only *that* in life that is really worth doing.'"

Children's Language Development and Home and School Practices¹

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AND

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Previous chapters have stressed the relationship of child development to language development, and the importance of this relationship as a factor in determining what teachers and parents can do to foster such growth. The purpose of the present chapter is to examine the specific directives provided by this proposition for the educational practices of the home and school.

Directive Number One: *It Is Important to Record Continued Observations of Children and Their Language Activities.*

The broad generalizations that development is continuous, interrelated, and differentiated provide the outline within which the language development of Mary, John, Nancy,

and Peter can be observed and studied. It is only through day-to-day observations, however, that this skeleton framework of ideas can be clothed with the flesh and blood of real language experiences.

Simply stated, this directive means that the basis for any practical attempt to relate lan-

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guage development to the broader development of children is to start observing real children, keeping some kind of continuous observation record of what one sees and hears.

Naturally, there are a number of cautions for both teachers and parents to observe in making such observations. Previous chapters have indicated the following:

1. The observations should be focused on children as they talk, write, read, and listen in the context of their on-going experiences at home and at school. The purpose of such observations is to collect information about their actual language development, not to verify a previously-held conviction as to what that development should be.

2. If the purpose of such observations is to get at *development*, they must be made more than once. Development in language takes place over time, and the character of its direction and velocity can be determined only by observing over a period of time the nature and speed of change in reading, writing, and speech patterns, and in other aspects of language. Records of language activities noting the nature and velocity of changes become essential to the educational program. Fortunately, much of such recording can be done by collecting language products—or better, by helping the child do this observing and recording himself. Teachers, however, need to add to such collections of the things children read and write some systematic observations of language experiences not reflected by these materials. This need is especially important in the areas of speaking and listening.

3. Because of the interrelatedness of language with social experiences, observations should be made of children over the range of their speaking, reading, writing, and listening behavior in the variety of social situations in which these language functions are used.

Many would want to extend this observation to all forms of creative expression—expression

through plastic and graphic arts forms, physical movement, music, as well as the usual speech forms. Anyone who has watched a child finger-paint, and then has listened to him tell the meaning of his experience will sense the importance of this additional kind of observation.

4. Observations soon become unmanageable in terms of the complexity of items included; records kept on any continuous basis soon bewilder even the most conscientious parent or teacher. Observational records of a child's language activities, therefore, must be looked at frequently and organized around some framework which ties together his developing overall pattern of language development with his immediate day-to-day use of language in both home and school.

Unfortunately, workers in the field of language arts have not been very skillful in devising such organizing frameworks, and therefore in this area much constructive work remains to be done. (7, 13)

5. Observational records of children's language behavior form one of the important bases for the evaluation of the language growth of individual children and for the general understanding of the language development of a class group. Records of the language behavior of a child cannot be confused with norms and national averages. They represent a day-to-day statement of the actual growth of a child's language as he uses it to meet a variety of communication needs.

Directive Number Two: *Plans for Language Arts Curricula Must Consider the Experiences Children Have in the Home and Outside School.*

It is easy for teachers to forget that the child has spent five to six years learning and practicing his speech and listening patterns prior to his entering school. It is equally easy to forget the large amount of time the child spends outside the school in using the kind of language forms that enable him to get along

comfortably and effectively with his associates. Since one function of both home and school is to help the child become increasingly effective in dealing with his language needs, parents and teachers alike need to have a broad perspective of all the agencies and experiences that are influencing the child's language development.

DeBoer, in his review of the social factors in language development, has indicated that in addition to the difference that frequently exists between language forms of the home and those emphasized by the school, different social groups within the same community confront the child with widely differentiated language patterns. (See 8, also) One of the child's big language problems is learning how to select the right language forms and speech patterns to deal effectively with particular social situations.

The important role that social situations outside the school play in the child's language development suggests the following considerations for teachers and parents:

1. From contacts with his family, playmates, and neighborhood, each child has developed a speaking and listening language pattern before he comes to school. (3, 11, 16)

2. The school assumes an immediate responsibility for first developing the child's reading ability and next, his writing skill. This sequential pattern of development is based on his oral language background and his growing need for the use of language to acquire and extend meanings growing out of his broadening experience. (17)

3. By the time the child is nine, this first pattern of development is finished, and further development is dependent on the many situations in which a variety of language skills are used. (1) (It should be noted that the sequence is determined by the social and educational factors in the child's language development and not by his own physiological and biological maturation.)

4. The child has greater use for speaking, listening, and reading outside of school than he has for writing, and the standards for each language function vary widely according to social situations and social class. The school is frequently the major force for the many "approved" language forms which the child is compelled to recognize.

Both parents and teachers need to relate their language-arts teaching to the language experiences the child is having outside school—on playgrounds, in groups, or through radio and television. Parent-Teacher conferences (2), community surveys of adult language patterns and use, adult education programs, and recordings are all resources and activities which should prove valuable in promoting further language development.

Directive Number Three: *The Ideas Held by Teachers and Parents of the Nature and Function of Language Arts Are an Important Factor in Determining the Nature of Language Development in Children.*

It is likely that every teacher, upon a little reflection, realizes that the language arts provide a means for the communication of ideas, feelings, and aspirations, and that this communication is basically a social process—demanding some kind of common meaningful social experience and interaction. This idea does not mean the same as 100 per cent correct spelling or using "good grammar." Only when the developmental experiences of the child are used by parents and teachers as bases for language instruction, can ideas, language forms, appropriate skills, conventions, and people get together. Then, and only then, will the continuity of ideas, the conventional forms of language, individualized expression, and the existing interrelations among these factors become apparent to the child, his teacher, and parents.

There have been some clear demonstrations of the value of basing language instruction up-

on the child's own functional use of language. Howell (9), in her study of spelling in relation to the writing of second-grade children, found that (1) in addition to using the words found in the usual spellers, children used words found in vocabulary lists for grades below and above them (from the first 500 to the 20th thousand in Thorndike's list); (2) they used many more words in writing than those in the spelling lists (over seventy-five per cent of the words used were not in any spelling list); (3) their writing vocabularies were to a large extent individual (of the 1,539 words recorded in the study, only 24 words were used by all twenty-five children); and (4) they employed a number of avenues for learning to spell the words they needed to use—never just one.

In the fourth grade, Van Beek (18) found that emphasis on writing caused significant gains in the vocabulary development of the "functional" group, and indicated some evidence of a greater willingness on the part of these children to write more extensively about a common topic than the spelling group taught by more formal methods.

The problem of the functional relationship of language forms to the learner's conception of the task has great implications for both teachers and parents. It is just as important to try to sense *what* the child is trying to say and *to whom* he is saying it as it is to pay attention to *how* he is saying it. Sometimes the *how* becomes understandable only in relationship to the *what* and the *to whom*. The above point is gradually gaining additional substantiation in a study of handwriting which is in progress at the University of Wisconsin. This study indicates that the individual's handwriting varies according to his conception of the task, knowledge of time limitations, and his inferred level of social consequence. The child's language reflects the personal and intimate expression of the child himself (10, 15, 19) and the social setting in which it is being used.

The usual listing of the elements of language arts includes reading, writing, speaking, and listening. (5) Less frequently are realized the relationships between these functions—writing with reading; speaking with listening. The speaking and listening functions, because of their face-to-face nature, are more intimate and interdependent than are the functions of writing and reading. The reader is not aware of the writer—one can be dissassociated from the other. All that is known about the interrelationships of language development suggests that as much attention be given the above relationships as to the specific development of any given function. Indeed, it would seem that any given function can be developed most effectively by using other functions of language as supporting and related resources.

Another way of suggesting the interrelationships of the language arts is to look at any learning situation involving language as having at least three important aspects:

1. A social situation with people, purposes, content, and communication needs.
2. A variety of language media having approved social forms—such as conversations, talks, notes, outlines, letters, telephoning, etc.
3. Related mechanics, skills, and usage agreement and conventions.

The problem of language growth, then, is more than simply developing correct spelling or a wide vocabulary or a neat letter. It is determining how all aspects of language can be organized around some vital learning center whereby each can be developed in some meaningful relationship to all others.

This conception suggests the following conclusions: (1) all of these aspects of language development should be a part of every learning experience; (2) it does make some difference where you start—it is more difficult to go from a specific isolated skill to a meaningful social

situation than it is to go from a social situation to a specific skill; (3) the curricular problem involves learning how to pay the attention necessary to all language aspects at the time when this attention will be most efficient, significant, and meaningful.

Directive Number Four: *Child Development Is Especially Important in Determining (A) the Nature of the Developmental Sequences, (B) the Adaptation of Learning Experiences to a Wide Range of Language Abilities, and (C) a Concept of the Developmental Tasks of Language Involved in the Child's Growing Up.*

In dealing with problems in the language arts, there is a common tendency to use glib statements about the "whole" child, or to use principles and generalizations of child development to justify and support practically any method or procedure of teaching. What we know about child development needs to be examined specifically and constructively in relation to its contribution to the critical instructional problems of language development.

Child development seems to make a contribution to the teaching of language arts in the following ways:

A. As a Means of Determining the Nature and Rate of Developmental Sequences in Language Activities.

The problem of sequence in teaching is a serious and difficult one. This problem is further complicated in language by the fact that there are no logical teaching sequences in language itself as there are in arithmetic, history, biology, geography, and other content areas.

Any ordering of the way in which language should be taught either has attempted "the reduction to the simplest element" procedure (i. e., stories are made up of paragraphs; paragraphs, of sentences; sentences, of words; and words, of letters; therefore, we should first teach the letter, then the word, then the sentence,

then the paragraph, and finally the story) or has postulated stages of growth which indicate the nature, order, and degree of development one would expect in language development at any one time. Supporters of the latter procedure feel that these stages, rooted in the development of the child, offer a sure clue to when certain language forms and abilities can be taught, and when others cannot.

In 1925, W. S. Gray made a genuine contribution in the N. S. S. E. Yearbook, *Report of the National Committee on Reading*, in which he discussed the stages of reading development, thereby broadening the perspective of teachers who were accustomed to thinking about reading in the limited terms of one-grade development. Unfortunately, Gray's stages may be based more upon a logical analysis of our present programs of reading instruction than on the process of language development as far as children are concerned.

Child development has made no contribution to the definition of the learning task in the sense of defining the nature of reading. Child development has been used, however, to accomplish the following ends:

1. The identification of activities children enjoy, so that these interests may serve as motivation for the reading materials via names of children, pets, and plots for stories.
2. The obtaining of some judgment relative to the range of maturity found in groups of children at the various grade levels, so that the degree of difficulty of learning experiences and materials may be accurately gauged.
3. The development of understanding of factors related to reading readiness.
4. The obtaining of some evidence on how rapidly children can move through various steps in becoming competent readers and in using other means of communication.

These four points illustrate the problem of

relating child development to language programs based on series of instructional materials. These materials have to borrow their stories, interest centers, and activities from the lives of real children if they are to have any significance at all. Teachers and parents have a much better opportunity to identify interests and experiences in the lives of their individual children than do the writers of instructional materials developed for all of America's children.

Child development has indicated that while general levels of maturity can be obtained for large groups of children, yet the range for any group is so great that to say that certain material is fitted for second-grade children is to say that it is likewise fitted for first and fourth in terms of the maturity levels of that group. The problem of knowing how fast to progress through the various steps of language development (even if one knew exactly what they were) can best be determined by a particular group of children—the resource best available to a teacher.

Still, Dawson (1) and Strickland (17) in their recent books emphasize Gesell's growth gradients for elementary school children as a guide for determining problems of sequence, level of development, and velocity of movement in language-arts programs. These growth gradients are stated in the following terms:

- 5 years: a settled interlude for consolidating earlier gains
- 6 years: a dispersive aggressive, non-modulated period
- 7 years: introspective, assimilative, feeling-centered time
- 8 years: an expansive, acquisitive, high-gear period
- 9 years: a self-motivated, businesslike, well-organized year
- 10 years: a relaxed, casual, yet alert attitude, broadening social interests

11 years: a period of "competitive socialization" (4)

Since the argument here is that an aggressive year is followed by a year of assimilation and organization of experiences, it follows that the teacher should push hard in the dispersive aggressive period, and then let the learning consolidate in the introspective, assimilative, feeling-centered time. This proposition has led to programs of teaching children to read so that they can read to learn later, and to master arithmetic skills so that they can solve problems later.

Any teacher who works with children from six to twelve knows that the development of children and language does not proceed at a constant rate. There are times when a child seems to spurt ahead and other times when he seems to be consolidating and reorganizing previous gains. Looking at their fourth graders, however, teachers have a hard time relating their knowledge of these individual children to Gesell's general characteristic of "relaxed, casual, alert" attitude. Similarly, all third-graders do not fit Gesell's "self-motivated, businesslike, well-organized" stereotype. More likely, children can be found in any grade typifying all Gesell's characterizations. Certainly any language-arts program which bases its sequential development solely upon these growth gradients would be hopelessly lost. The following points seem pertinent:

1. Any attempt to characterize a year out of the lives of all ten-year-olds by a single phrase is an oversimplification of the complex problem of developmental sequences. Any child is just not that simple.
2. There is little evidence to suggest that these cycles of activity and consolidation operate on a yearly basis, although it is known that growth is neither linear nor constant.
3. Gesell's knowledge of the six-to-twelve period does not match his knowledge of the child from birth to five. Data for the six-to-

twelve period would be improved by observing children over time in the many varied situations in which they use language—especially if we are interested in developmental language sequences.

4. In fairness to Gesell, one should recognize that the term "gradient" means the rate by which a variable magnitude increases or decreases. Gesell was trying to indicate merely the direction and velocity of growth rather than fixed and distinguishable stages.

Although growth gradients do not give conclusive answers, it is possible for teachers and other curriculum makers to utilize some knowledge of developmental sequences. By examining cultural patterns and the role of children in them, it is possible to identify, for example, a sequence in the different vocabularies learned—listening, speaking, reading, and writing. The clarity of this pattern usually disappears by the third grade and this order is probably a composite of maturity, cultural, and language factors. Any examination of the development of vocabulary, sentence structure, and the variety and form of language tends to support the following conclusions about language sequences and their role in child development:

There are developmental language sequences through which all children are expected to pass. These sequences are known only in general and in broad outline. What they are for particular children can be established by each teacher who observes this development over time on the part of specific children. It is known, however, that these sequences are not so specific as to warrant teaching the simple sentence in the fourth grade, the compound sentence in the fifth, and the complex sentence in the sixth. In fact, a one, two, three sequence in the skills or vocabulary development seems to exist only in the minds of writers who develop instructional materials for large groups of children. A concept of sequence of patterns of interrelationships operating differentially over time is probably closer to the truth.

B. As a Source of Suggestions for Adapting Learning Experiences to a Wide Range of Language Abilities.

One of the most important understandings for parents and teachers to gain from the study of child development is growing appreciation of the nature and extent of differentiation in language development. Parents and teachers should *expect* and *respect* differentiation in language development.

In looking at variation in language development, it is helpful to remember that this variation is important in the following respects:

As to beginning and end points

Children start their development in language at different points. When they come to school, their levels of development are as different as their names. The possible ceilings on their development are equally different. There is no reason to believe that any two individuals either start or end their language development at the same point. This kind of differentiation in language is to be expected and regarded as perfectly natural and appropriate. In fact, it can be a resource that enriches and broadens the learning experiences of the group.

As to rate of development

The teacher and parent should expect not only that different aspects of language in the same child will develop at different rates, but also that the rate of development of one aspect over time will vary considerably when one period is compared with another. In reading, for example, the rate of initial development in the first grade should not be compared with the period of rapid extension of this skill, whenever this period occurs for a given child.

As to organization and complexity of pattern

Observation of children will reveal wide differences in the organization and complexity of the developmental language patterns of children. The relationship of language functions

for each child and the diversity and complexity of language development and usage must be recognized and understood by the teacher, if the child is to grow effectively. The organization and patterning of language development has not been emphasized to the same degree as have the differences in beginning and end points and in rate of development; yet this concept has importance in understanding some of the major instructional problems of the language arts.

As to emphasis

It is commonly observed that a child is more proficient in telling what he knows than in writing it. Frequently this difference is one of patterning of development at that time—his talking is ahead of his writing. Sometimes, however, this difference is one of emphasis evolving either from the child's selection of speech as his major vehicle of communication or from the social setting which demands it. All patterns of development have foci around which other aspects tend to center.

As to sex and cultural background

Differences in language because of sex and cultural background have long been emphasized. Initial and continuing advantages for girls have been established by research. However, perhaps the differentiation because of social and economic background is more important in understanding differences in language-arts development than is the fact that the individual is a boy or girl.

Finally, a child's language patterns differ greatly from those of one of his peers because his language reflects his growing conception of himself. Russell, in his review of the interrelationships of language and personality, has pointed out that central in the development of language patterns is the child's evolving sense of self. One important avenue for self-development is through language. Parents and teachers are just beginning to use this avenue of expression, via creative writing, bibliotherapy,

choral speaking, etc., in order to further the child's self-development through his use of language. Horn has frequently said that one of the most important things the school can do is to develop a sense of purpose. In helping a child use language effectively, a sense of purpose is a prime requisite. Important in a sense of purpose is a sense of self. Research in child development frequently emphasizes that the core of any developmental pattern at the cognitive level is the developing sense of self which gives consistency, organization, and direction to all the rest.

C. As a Means of Determining a Concept of the Developmental Tasks of Language Involved in the Child's Growing Up.

Looking at a child and trying to understand his behavior creates the problem of organizing all the observed specifics into some kind of meaningful framework. A number of terms—"needs," "personal-social needs," and "developmental tasks" (6)—have been used to furnish one important part of such a framework. These terms stand for some of the problems a child has to face and solve in some fashion in order to grow up, and the related motives which give such behavior direction and significance.

Developmental tasks are a composite resulting from the action of three kinds of forces upon the individual: the forces and tensions which result from a maturing physiological organism, the demands being made upon that organism by a dynamic social environment, and the purposes and goals which evolve from a growing concept of self. All these forces operating in some kind of relationship to each other create the tasks which have to be met by children in some fashion in order to grow up. Language is always the result of the interaction of an organism with maturing speech and language mechanisms, dynamic and demanding social environment and institution (home and school), and an individual who has ideas and purposes of his own. Language needs and their resloution

result from the individual's constant attempt to interpret and organize effectively these three dynamic interacting forces at any one time. Parents and teachers who are a part of these forces and are making demands in this complex matrix of factors need to understand better what the problem is and to see more clearly what they can do in helping the child meet his many developmental tasks.

This concept of child development can help in language development in the following ways:

1. The developmental tasks related to language are of long duration, appear in some sequence, and are defined primarily by the social forces and environment which act upon the individual.

This point reinforces the importance of continued observations and recordings of the child's language development as the foundation for wise teaching. This concept of development is the basis for realizing that language development is a long-time process where no magical changes are made on the basis of a series of short-time periods of training. Major changes in language development are made via long-time effort and practice over a broad front of activities. Both parents and teachers need to realize the need for continuity in educational experiences which involve language.

2. It is very easy to underestimate the influence of the child's peer group and social class environment on the formation and development of language patterns. As the child moves through the elementary school, his peer-group relations tend to become more and more important to him. Consequently, the speech and language patterns of the peer group assume a dominant role in influencing what a pre- and post-adolescent says, listens to, reads, and writes. At the same time, his play and living space is constantly extending to include a broadening contact with people on many levels engaged in many different occupational activities. The child must learn to understand and relate

his communicative skills to the social situations in which he operates. His parents and teachers who understand this need can help him make wise choices about how to relate his language to the functional situations in which it must be used. Most important of all, the child needs help in seeing how his language standards grow out of a constant effort to examine their effectiveness in meeting his broad array of communication needs.

3. A knowledge of what a child is trying to say and of what he is trying to accomplish by that expression is the basis upon which oral and written speech can be improved. The teacher and parent should see this as a necessary part of both instruction and evaluation.

Directive Number Five: *The Adequacy of a Child's Language Development at a Particular Time Must Be Measured in Terms of His General Developmental Level.*

The problem of evaluation in language is complex because of the number of factors involved in its development and the different standards which may be used to judge its adequacy. The problem is not to arrive at a single all-inclusive basis for evaluating language development, but to attain some sense of the different facets and standards which are properly a part of the social scene in which language development takes place. School people must accept the fact that standards *other* than the child's are going to be used by the child, his teacher, his parents, and certainly by his peers and adults to judge what he says and writes. He, himself, will use some of these standards to appraise what he hears and reads. The broad problem of evaluation, then, is to identify and use the proper standard at the proper time and in relation to the proper language objectives by all concerned. At the same time, the child should realize that different standards are applied to his language development both by himself and by others; and that one of his real

problems, in addition to recognizing these different standards, is to adapt to them in flexible language patterns.

Of *first* concern in the evaluation of language is the evaluation the learner himself makes of the adequacy with which his speaking and writing achieves his communication objective, or of the effectiveness with which his reading and listening meets his needs. Child development emphasizes the importance of this first aspect of language evaluation—the effective selection and use of language in achieving the communication purposes of the learner himself.

A *second* important part of the evaluation problem is the standard applied by the receiver of the language. The achievement of the learner's purpose, while of primary importance, must also be considered in relation to the fact that someone else is always involved and is judging the adequacy of the communication, too. This social evaluation of language is complex and multiple. For example, a person may make himself understood by what he says, but he says it so poorly that his listeners are sure that he is academically uneducated, socially uncouth, or very likely unintelligent. Many such judgments, made on the basis of the language product, are probably in error or should not be made, but the point is that they are a part of the social scene in which language expression takes place, and should not be ignored. The child should recognize that these judgments are being made and that he must learn to deal with them realistically. Often teachers and parents can do more to help by wise counselling rather than by formal language instruction.

More familiar is the evaluation which teachers and parents make of the language products of children as either correct or incorrect, above or below some preconceived standard. In an educational sense, this problem is the degree to which children should be able to practice a defined language form at any time. Here the

purpose of the learner, while still important, is not the primary basis upon which the evaluation is made. The task defined for the child—putting periods at the end of simple declarative sentences, spelling "receive" correctly, forming the letter "h" with the high loop, recording exactly what is said—is a major aspect of this evaluation; another aspect is the extent to which we expect first graders or third graders to accomplish these tasks. The level of this expectancy is determined primarily by what other groups of children of similar training and maturity have been able to do.

Parents and teachers, when evaluating language products, frequently look at the first aspect—the misspelled word, the mistakes in grammar, the sloppy handwriting—and judge accordingly. This kind of evaluation can be highly arbitrary; yet teachers and parents use it with confidence and security. After all, the word was misspelled, the comma was omitted, a double negative was used. Some of the lessons of child development are beginning to be used in evaluation, however, when the language tasks we wish children to perform are seen in the larger context of the communication purpose to be achieved; children are beginning to be used as a referent to determine the degree to which one has a right to expect accomplishment.

One step in this direction is to compare and evaluate the child's language products on the basis of his development in language up to that point. Such evaluation considers the child's accomplishment in reading in relation to his progress in other forms of language and in relation to his pattern of development. Study of the past history and relative placement of reading to other language forms and areas of accomplishment affords a better basis for indicating the kind of educational experiences necessary and the nature and velocity of future development in reading. Unfortunately, few schools have the records and techniques for making such analysis and interpretation of the language develop-

ment of a child. Parents, because of their day-to-day association with a child over the elementary school period, are aware of this development and are in an excellent position to work with the teacher in a cooperative evaluation of the child's progress in language development.

Of particular importance in evaluation is for parents and teachers to sense what is happening to a child developmentally when he overcomes a reading handicap, stirs an audience with creative writing, has an article accepted by the school paper, meets an obligation on a committee report. Here are opportunities to celebrate personal and educational victories of problems faced and contributions made. This kind of evaluation and celebration gets closer to the real place of language in children's personal and social development than do most of the usual evaluation procedures.

Child development, then, makes the following suggestions for evaluation of the language arts:

1. *Take the Long Look.* The language activities today have to be seen against the background of their development. Future progress has to be judged against (a) what this developmental picture seems to indicate for a given child, (b) what we know the general sequences of development in language to be, and (c) what we know about the range and extent of developmental language patterns in children of the same age.

2. *Take a Look at the Communication Goals.* A child's language skills are better evaluated if he is helped to relate his growth in such skills to his improved ability to achieve his purposes of communication. Parents have just as important a place in this kind of examination as do teachers.

3. *Take the Comprehensive Look.* The child's development in one aspect of language is not separate from his development in other forms of language. Better judgments are pos-

sible when a comprehensive examination of a number of related factors is made than when one single aspect is studied in isolation.

4. *Take the Constructive Look.* If the intent behind the evaluation is to judge and convict, then the evaluation problem can be considered in a negative fashion. If, however, the intent behind the evaluation is to help the learner find better ways of meeting his communication needs and of achieving a better understanding of his educational development, then this positive concept will dictate different ways of evaluating, different roles for the learner to play in the evaluation process, and different ways of following through on the appraisal made.

Summary

An examination of child development provides the following directives for parents and teachers in their efforts to guide the language development of children.

1. It is necessary to keep some continued record of the child's language development as a basis for understanding his present progress.

2. The language experiences children have in the home and outside school are important factors in their language development. Schools must know about and influence these experiences if effective program of language development are to be maintained on a community-wide basis. Many activities such as community studies of language use, analysis of content in mass media, parent-teacher conferences, examination of community resources, etc., should grow out of any attempt to put this directive into effect.

3. The conception held by parents and teachers of the nature and function of language arts is an important factor in determining the nature of language development in children. If language development is seen as consisting solely of the mastery of spelling words, grammar, letter forms, and sight words, then there is little opportunity for the knowledge of child

development to make any real contribution to a child's growth in language other than helping to indicate how fast the teacher can go. If, on the other hand, language development is seen as a process of communication involving people, ideas, thinking, feeling, language processes, and appropriate social action, then knowledge of child development can make many significant contributions.

4. Child development cannot solve all the problems of language development, but it is especially valuable in determining (1) the nature of developmental sequences; (2) the conditions of learning that will promote effective language growth, especially in relation to a wide variety of language abilities; and (3) the developmental tasks in language that the child will have to face and resolve in some fashion in growing up.

5. The adequacy of the child's language development for him is dependent upon the nature and velocity of his developmental pattern at that time. The different standards of people on many levels of educational and social consequence for the child are a part of the day-to-day evaluation of his language development. It is important for him to recognize and learn to cope successfully with the broad range of bases upon which his language products are being appraised.

If the motive behind the evaluation is educational and developmental, the question of adequacy can be examined only in relation to the child's developmental pattern at that time and in terms of the constructive steps that he can next take to become increasingly effective as a person and as a member of his social group.

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Phonics Study and Word Analysis II

PAUL WITTY¹

Attitudes toward Phonics and Phonetic Methods

One of the most extreme positions is that of Leonard Bloomfield who denounces a meaningful or whole-word approach and suggests instead a return to an earlier method of phonetic instruction. According to his system, each letter must show only one phonetic value. The first reading material includes "two-letter and three-letter words in which the letters have the sound values assigned at the outset."

Nonsense syllables such as *bam*, *bap*, *mim*, *mip* should be included. Words unfamiliar to the child, such as perhaps *van*, *vat*, should not be avoided; they should be treated as nonsense syllables or if there is time, accompanied by a very brief explanation of their meaning. Short sentences of the type *Nat had a bat* can be used at this stage.³³

Such a mechanical approach is contrary to the recommendations of most authorities in reading instruction. Moreover, such an artificial approach becomes necessarily an activity isolated from more meaningful activities in reading and learning. Several other isolated phonetic approaches have also been recommended and employed since World War II. One authority considers this tendency a threat to progress in reading instruction:

The recent trend toward reinstating the purely mechanical word perception programs of the old alphabetic or phonic methods is viewed with alarm by educators who are interested in promoting growth in reading power. Skill in phonetic analysis

is essential for independence in identifying new printed words, but this skill should be based on fundamental understandings of how sounds and their letter symbols function in our language; and these understandings should develop as generalizations based on the child's experience with words—words which he learns visually as meaningful wholes, rather than mechanically as a series of letter sounds. And finally the use of phonetic understandings and skills should be geared into the total process of word perception.³⁴

This authority, William S. Gray, then recommends a modern balanced program in reading:

Fortunately, much study has been given recently to developing valid techniques for word perception that are in line with modern child psychology and modern ideas of reading instruction. Within the past few years there has been a growing acceptance of the fact that no one method of word perception is adequate. The child needs to know how to use various methods if he is to achieve independence in reading in a well-balanced reading program of today—

1. Children acquire a basic stock of sight words that they learn as wholes.

¹Northwestern University. Appreciation is expressed to Ann Coomer for assistance in the preparation of this report. The first part appeared in May of this year.

³³Leonard Bloomfield. "Linguistics and Reading." *The Elementary English Review*, Vol. XIX (May, 1942), p. 185.

³⁴William S. Gray. *On Their Own in Reading*. Chicago: Scott, Foresman and Company. 1948, p. 32.

2. They also develop skills that enable them to attack new words. These skills include the use of context clues, as well as word-form clues and word analysis, both structural and phonetic.³⁵

Among the educators who have advocated a moderate course in using phonetic systems is A. I. Gates. He points out that although phonetic analysis is useful when pupils encounter unfamiliar phonetic words, it has serious limitations when applied to longer words. The difficulty in analyzing words such as *enough*, *automobile*, and *moving* illustrate the problem of applying phonetic principles to a language made up chiefly of unphonetic polysyllabic words. But even the monosyllabic words in American-English are often unphonetic; for example, the *ai* combination is pronounced differently in each of the following words: *pair*, *aim*, *said*, *aisle*, and *plait*. And the *ea* combination has a different sound in each of the following words: *each*, *hear*, and *tear*. Thus one sees that American-English is neither a monosyllabic language, nor a highly phonetic one. It is not surprising, therefore, that phonetic systems, slavishly followed, leave the pupil confused and bewildered concerning the pronunciation of many words. Moreover, they may make the pupil "not only 'word-form conscious' at the expense of interest in meanings, but even worse, word-detail conscious. . . . Reading and word-study become slow, laborious, mechanical performances. Serious deficiencies in word perception and reading ability are not infrequent results."³⁶

Gates recommends, therefore, that instruction be given to enable pupils "to exercise good judgment in using the technique best suited to an individual word." The best method therefore is

to attempt first to recognize the word as a whole. If a quick glance at the whole configuration does not lead to recognition, the next step is to try to recognize the words in terms of large components. For example, if the child fails to recognize *with-*

out as a whole, he should look for the big features, and in doing so he may discover that he knows both of the component words. If he only knows *with*, but is unfamiliar with *out*, he may be able to solve it since knowing the first part gives him a very good start. He is especially likely to solve the word if it is in helpful context. Failing to recognize either of the words he may search for small details.

There are other instances in which intermediate steps between the recognition of the word as a whole and the sound of individual letters are not helpful. There are still others in which the sounding of individual letters is a formidable and complicated task, for example in the case of such a word as *moving*. English words are so unphonetic that a pupil must acquire a variety of approaches and develop flexibility in dealing with individual word forms.³⁷

Paul McKee believes that in initiating reading instruction, the teacher should depend upon the sight method. The child should be directed to attend to the form of a familiar word as the word is pronounced by the teacher. Attending to the form of a familiar word whose meaning is known and at the same time hearing the word pronounced lead the child to associate meaning with the correct pronunciation of a word in various settings.

Soon the teacher should begin to stress phonetic and structural elements—

anyone of certain phonetic elements which need to be taught, such as a single consonant (t), a speech consonant (ch), or a consonant blend (gr) in the initial position in a word, will be taught as soon as the list of words already learned by sight includes two or three words which begin with that phonetic element and which, therefore can be used for introducing the element. Likewise, anyone of certain structural elements which need to be taught—

³⁵Ibid, pp. 32-33.

³⁶A. I. Gates. *The Improvement of Reading*. New York: The Macmillan Company, 1947. A. I. Gates. *op. cit.*

³⁷A. I. Gates. *op. cit.*

a suffix such as (ed), (es), (ing) added to a base word to make a variant—will be taught as soon as the list of words already learned by sight includes two or three words which contain that element and which therefore can be used for introducing the element.³⁸

The child should be taught to employ verbal context, pictures, phonetic analysis and structural analysis as means of identifying unfamiliar words. After these tools are mastered they should be used as they are needed in "conjunction with one another." Control of vocabulary is emphasized as essential and the warning is given to keep the child from developing the idea that the act of identifying words is reading.³⁹

Somewhat different from the approaches recommended by Durrell and by McKee is that suggested by Guy L. Bond and Eva B. Wagner. In many ways, their point of view is similar to that of Gates:

...the teacher needs a diversification of methods in which she can employ the program of instruction that is suitable to the problem which she has at hand at a specific time. However, it is found most effective to have the instruction fundamentally that of purposeful topical reading. At the same time the other methods are used as teaching techniques to solve the problem and to avoid the dangers that would be inherent if the purposeful method alone were used.⁴⁰

David H. Russell, too, treats phonetic approaches in association with other methods and indicates seven ways by which new or partly familiar words may be recognized:

1. By the general pattern, or configuration of the word
2. By special characteristics in the appearance of the word
3. By similarity to known words
4. By recognition of familiar parts in longer words
5. By use of picture clues
6. By use of context clues
7. By phonetic and structural analysis of the word⁴¹

The successful reader is one who can combine several of these approaches in attacking unfamiliar words.

It is important that the teacher be alert to the application of these four methods (word perception abilities) in terms of the words a group of children already recognize and in terms of what sort of perception will work in the particular case of the new word. Always the teacher will direct attention from any mechanical aspects of recognition over into the meaning of the word which the children were originally seeking.⁴²

A helpful discussion of the problem of phonetic instruction is found in a bulletin prepared by Alvina T. Burrows who concludes:

It has been demonstrated that intensive training can produce improvement in word recognition and pronunciation. But the transfer of this particular training to the inferring of meaning, the assimilation of thought, is another matter. Apparently, only *if* the phonics teaching is part and parcel of the thought-getting activity, only *if* the phonetic analysis is an immediate means to an immediate end, is it helpful to children in the intricate kind of growth demanded of their meager powers of generalization.

Within these boundaries then, phonetic experience seems to offer assistance to children who are learning to read: The children must have attained a minimum mental age of 7 years. The reading program must be soundly based on the children's interests and upon their inherent rights to be different. Phonetic instruction must be immediately and intimately related to the getting of ideas and sub-

³⁸Paul McKee. *The Teaching of Reading in the Elementary School*. Boston: Houghton Mifflin Company, 1948.

³⁹*Ibid.*

⁴⁰Guy L. Bond and Eva Bond Wagner. *Teaching the Child to Read*. New York: The Macmillan Company, 1950.

⁴¹David R. Russell. *Children Learn To Read*. Boston: Ginn and Company, 1949, p. 206.

⁴²*Ibid.* p. 208.

servient to content. Phonetic power, reading comprehension, and mental age are closely interrelated and conditioned upon total growth of the child.⁴³

Phonetic Systems

Although educators today vary in their attitude toward the desirability of systems of phonetic study, many workbooks are being published which utilize a variety of approaches. These books are designed either to accompany a basal set of readers or to supplement an established system of reading, or to aid the teacher in her work with children who have reading difficulties.

An examination of a group of independent workbooks prepared to supplement the regular program of reading instruction suggests that the trend in teaching phonics is toward an auditory-visual approach. This approach is not entirely new since many teachers have used it in the past. A somewhat different procedure, that developed by Anna D. Cordts, also continues to be rather widely followed. According to this method the word is always presented as a whole.

Consequently the child does not work with material that has one aspect in his phonics and another in his reading. He responds to whole words in both learning situations, in phonics as well as in reading.⁴⁴

And the child is taught to recognize blends "as they naturally occur in words." For example, he sees *sa* in *sat*; he does not first form this blend *s-a* into *sa*. He is encouraged to pronounce the beginning of the word and then the whole word, *sa* and then *sat*, rather than sounding each element, *s-a-t*.⁴⁵

Another older system, still being followed in some schools, was developed by Marjorie Hardy. Although the author recognizes the dual approach—the "phonics of oral reading and the phonics of silent reading," she is more concerned with the phonics of silent reading. *My Workbook in Phonics, Part One*, is devoted

largely to the beginning phonetic elements: while *My Workbook in Phonics, Part Two* presents the long and short vowels. The words in both books are shown in a "contextual manner and always as entire words, undivided."⁴⁶

After 1940 an awakening of interest in phonics occurred. Perhaps the disclosures after World War II of the high frequency of poor reading in many schools caused teachers to turn to phonics. This interest led to the publication of several programs and sets of workbooks. The phonic approaches advocated by Donald Durrell and his associates were widely used. This approach was described in *Building Word Power* and exemplified in two accompanying workbooks. *We Meet New Friends* and *Friends of Ours* designed to provide drills and experiences in phonic study, offer "fundamental instruction in visual perception and in auditory perception of word elements." These books are not intended to take the place of a "complete system of teaching reading." Their function is

⁴³Alvina T. Burrows. *What About Phonics?* Bulletin No. 57 of The Association for Childhood Education International, 1200 Fifteenth St. N. W., Washington, D. C., 1951 p. 9.

⁴⁴Anna D. Cordts. *Manual in Reading and Phonetics*. Boston: Ginn and Company, 1935, p. 224. See also Anna D. Cordts. *An Analysis and Classification of the Sounds of English Words in a Primary Reading Vocabulary*. Doctor's Dissertation, Iowa City: State University of Iowa, 1925. Barrows, Sarah T. and Cordts, Anna D. *The Teacher's Book of Phonics*. Boston: Ginn and Company, 1926. Anna D. Cordts and McBroom, Maude. "Phonics." *Classroom Teacher*, Vol. II (1928), pp. 389-432.

⁴⁵The Beckley-Cardy Company has announced a series of four books on "Functional Phonetics" by Anna D. Cordts for 1953. The titles are *Readiness for Power in Reading*, *I Can Read*, *Hear Me Read*, and *Reading's Easy*.

⁴⁶Marjorie Hardy. *My Workbook in Phonics, Part One* and *My Workbook in Phonics, Part Two*. Chicago: Wheeler Publishing Company, 1929-1937.

to "supply specific instructional material to increase auditory and visual perception."⁴⁷

The authors point out that these exercises differ from the phonic exercises of "older reading systems." This plan provides practice in auditory discrimination by utilizing the "sound elements in the child's spoken vocabulary and gradually ties these sounds to the visual form of the word." The "older methods" translated "visual forms into speech elements without any assurance that the child had heard the sound elements in his speech." "Words are used that are already in the child's speaking vocabulary and attention to meaning is kept high."⁴⁸

The ear training "begins with listening for initial consonants and proceeds through listening for initial blends, rhyming words and final consonants." The visual exercises "start with simple matching of letters and continue up through the more difficult stages of noting differences in words which are very like in appearance."⁴⁹

Another rather popular program also provides auditory training and visual training. Mary Meighen, Marjorie Pratt and Mabel Halvorsen have prepared a series of workbooks entitled *Phonics We Use*. Initial consonants are presented first, then final and medial sounds. In later books practice is given in building words with emphasis on suffixes and prefixes.⁵⁰

In a set of workbooks known as *Phonic Skilltexts*, "an integrated approach" is employed.

All training in word recognition is given in meaningful contextual settings rather than by a program of isolated drill exercises. . . . The training in word recognition skills includes speech, visual, auditory and kinesthetic activities because these perceptual skills are interrelated.⁵¹

Consonants and consonant blends are presented first with context clues to aid in learning new words. Then the child is taught some of the more common phonograms such as *at*, *in*, and *ot*. Next follows a study of vowel com-

binations and of the long and short vowels. Simple rules are given for long and short vowels. The rules, the authors believe, are more effective aids than is the memorization of "hundreds of phonograms" needed in dealing with the "numerous monosyllabic words containing long and short vowels. Word analysis and word building skills are also taught."⁵² Later in the program syllabication and dictionary techniques are introduced.⁵²

Two phonics workbooks published by Beckley-Cardy for grades one and two are entitled *Phonic Fun*. These books present "phonic elements with word frequencies as contained in basic readers."⁵³ Another Beckley-Cardy publication has been prepared by Ethel Savage, *Building Words, a New Phonics Workbook*. This book "provides material for both ear and eye training of basic sounds. The child has an opportunity as he progresses to become so familiar with the sounds that make up the beginning, middle and ending of a word, that word-guessing is reduced to a minimum."⁵⁴

⁴⁷Donald D. Durrell, Helen Blair Sullivan and Helen A. Murphy. *Building Word Power*. Yonkers-on-Hudson, New York: World Book Company, 1945, pp. 2, 4.

Donald D. Durrell and Helen Blair Sullivan. *Steps to Reading: We Meet New Friends and Friends of Ours*. Yonkers-on-Hudson, New York: World Book Company, 1943.

⁴⁸Donald D. Durrell et al, *Building Word Power*, pp. 2-3.

⁴⁹*Ibid.* p. 8.

⁵⁰Mary Meighen, Marjorie Pratt and Mable Halvorsen. *Phonics We Use: Books A, B, C, D*. Chicago: Lyons and Carnahan, 1946.

⁵¹*Education Today*, Notebook Bulletin: No. 14 Columbus, Ohio: Charles E. Merrill Company.

⁵²Mae McCrory and Pearl Watts. *Phonetic Skilltexts: Books A, B, C, D*. Columbus, Ohio: Charles E. Merrill Company, 1947-51.

⁵³G. N. Edwards & others. *Phonic Fun, Two New Phonic Workbooks for Grades 1 and 2*. Chicago: Beckley-Cardy Company. (No date)

⁵⁴Ethel Savage. *Building Words. A New Phonics Workbook*. Chicago: Beckley-Cardy Company, 1947.

Clarence R. Stone, too, uses the auditory and visual approach in a series of workbooks entitled *Eye and Ear Fun*.

The child should not form the habit of separate soundings or analytical pronunciation. After the child has adequate phonetic knowledge for word analysis, he should be trained to (1) focus upon the initial letter, letter combination, or syllable, getting in mind the pronunciation; (2) to look forward to see the remaining part of the word; (3) to return the eyes to the beginning part of the word, viewing it as a whole. . . In case the child does not succeed, it may be advisable to ask him to sound or pronounce the beginning of the word—the initial consonant, consonant combination or syllable. Separate pronunciation of the parts of a one-syllable word, a common procedure in traditional phonetic systems, is a too-long-drawn-out process. Too often the child tears the word apart orally and fails in the blending process required for recognition as a whole.⁵⁵

Another method which carries in its name the emphasis on the auditory-visual approach to reading is the Phonovisual Method developed by Lucile Schoolfield and Josephine B. Timberlake. The materials consist of two large charts in color, one for identification of consonants the other for identification of vowels. A manual accompanies the charts.⁵⁶

Another set of workbooks was published in 1951. The authors believe that "specific instruction in phonics should be introduced early in the first grade. Children who have reading readiness are also ready to use phonics as a reading tool." It is recommended that the children be first taught a small vocabulary of sight words. They are then ready for exercises on the basic sounds. *The Wordland Books* are "designed to help the children master the phonetic elements . . . quickly, largely by their own efforts with a minimum amount of direction from the teacher."⁵⁷

A decidedly different approach is found in a program of word study developed by Nadine

Fillmore, *Steps to Mastery of Words*. Although this plan was developed to teach spelling, it is recommended as an aid in teaching phonics and word analysis. It is organized

to give the pupil mastery over words during the spelling period so he can read with pleasure and comprehension during the reading period.

The materials include two "sound sticks" and a "Read-More, Spell-More Sound Chart."

On the black sound stick are consonants and blends which are used for the beginnings of words. On the red sound stick are the consonants which are used for the endings of words. On the sound chart are vowels and the combinations of vowels which are used as the foundation letters in making words.

The teacher pronounces a word and the pupil forms the word by manipulating the black and red sticks on the sound chart. Ten recorded lessons are available to accompany the books. These records demonstrate the teaching of consonants, vowels, key words, blends and syllabication.⁵⁸

Another unique method is that designed by Julie Hay and Charles E. Wingo, *Reading With Phonics*. In this book the authors state that:

The child must be taught that there is *one* and only *one* place to attack a word and that is the initial blend.⁵⁹

⁵⁵Clarence R. Stone. *Eye and Ear Fun*: Books 1, 2, 3, 4. St. Louis, Missouri: Webster Publishing Company, 1933-1946.

⁵⁶Lucile D. Schoolfield and Josephine B. Timberlake. *Phonovisual Vowel Chart and Phonovisual Consonant Chart with accompanying manual*. Washington, D. C.: Phonovisual Products Company, Box 3504.

⁵⁷Eichler and Snyder. *Wordland. A Basic Word Analysis Program*: Books A, B, C, D, E, F. Elgin, Illinois: The Continental Press, 1951.

⁵⁸Nadine Fillmore. *Steps to Mastery of Words*. The Fillmore Read-More, Spell-More Plan. Aurora, Illinois: Educational Service Inc.

⁵⁹Julie Hay and Charles E. Wingo. *Reading With Phonics*. Chicago: J. B. Lippincott Company, 1948, p. 44.

The teacher is cautioned not to direct the pupil's attention to the middle or to the end of the word but always to the initial sound.

In this system, vowels are presented first and then single consonants. Next follow the blending of one initial consonant with vowels, blending two initial consonants, with vowels and the study of digraphs, diphthongs and silent letters.

In the text two colors of print are used to direct the child's attention to important letters. The following is an example of this emphasis. The teacher is instructed to:

Tell the child that the red *a* in *read* is a frog and that he must leap over it sounding the word as *red*.⁶⁰

Later in the book the blending of three initial consonants is presented. At this point too, the endings *-tion*, *-sion*, and *-ed* are taught.

For some time, teachers have introduced games and contests to motivate phonetic instruction. Several writers have stressed the value of word-building exercises in which word wheels are utilized. The use of games with cards is advocated by Edward W. Dolch. For the primary grades Dolch has prepared the *Picture Readiness Game*, the *Picture Word Cards*, the *Basic Sight Cards*, the *Sight Phrase Cards*, and the *Group Word Teaching Game*. For the fourth grade he has added *Basic Sight Vocabulary Cards*, *Consonant Lotto Game*, *Vowel Lotto Game*, *Group Sounding Game*, and *Sight Syllable Solitaire*. Although these materials are designed for the primary or for the intermediate grades, they can be used in any grade where the individual needs of the pupils will be met by them.⁶¹ For use by the primary grade teacher, the Follett Publishing Company has recently designed a set of puzzles to teach phonics.⁶²

Donald Durrell, too, has described word games and devices for aiding children to develop skills in word recognition. Among his suggestions are *Wordo*, and adaptation of

Bingo; directions for making out of oak tag a tachistoscope; and an adaptation of the paper tachistoscope in the shape of a football.⁶³

Albert J. Harris also suggested several games to "add variety and interest to a program of training in word recognition." Among the games recommended are: Lucky Wheel, Phonic Strips, Darts, Word-O, Anagrams, Spin the Pointer, Fishing, Racing, Word Hospital and This to That.

Harris has described these games and has given instructions how to make some of them in *How To Increase Reading Ability*.⁶⁴

Concluding Statement

In this paper the writer has attempted to present an overview of research concerning phonic instruction. He has set forth, too, the positions of several leaders on the place and value of phonic instruction. And he has described briefly representative systems of instruction in phonics.

From this discussion one may conclude that the nature and amount of phonic instruction to be given is still a debatable question. Adherents to any one of a number of positions may find a justification for their views in published sources—from the devotees of the doctrine of "no phonics" to the advocates of a highly artificial approach. Despite the controversy certain facts do appear clear. There is certainly a phonic readiness which should be ascertained before instruction is offered. Phonetic study should begin with known words and an auditory-visual emphasis should be employed.

⁶⁰Ibid., p. 117.

⁶¹The games may be purchased from the Garrard Press in Champaign, Illinois. They are described and priced in a pamphlet *New Dolch Materials for Better Teaching of Reading* which can also be obtained from the Garrard Press.

⁶²*The Magic Teacher Puzzle Plans*. Chicago: Follett Publishing Company, 1950.

⁶³Donald D. Durrell. *op. cit.* pp. 182-195.

⁶⁴Albert J. Harris. *op. cit.* pp. 321-324.

(Continued on Page 383)

National Council of Teachers of English

The following were elected to membership on the Elementary Section Committee of the National Council of Teachers of English for the ensuing year:

IREAN COYNER, Supervisor of Elementary
School Education, Oakland, California

JOHN H. TREANOR, Principal, Francis Parkman
District, Boston, Massachusetts

Within the Committee, ballots for the chairmanship elected Edna L. Sterling, Seattle Public Schools, Seattle, Washington, for the two years beginning November 28th.

The following were elected to the Board of Directors representing the Elementary Section:

CONSTANCE M. McCULLOUGH, San Francisco State
College, San Francisco, California

MARION ZOLLINGER, Supervisor of Language Arts,
Portland Public Schools, Portland, Oregon

NOTICE OF AMENDMENTS TO THE CONSTITUTION

In accordance with Article XI of the Council constitution, the Executive Committee has authorized the submission of the following proposed amendments, to be voted upon at the Annual Business Meeting on Thanksgiving afternoon in Los Angeles:

1. To amend paragraph 2 of Article VII by substituting "January 15" for "December 15" and "March" for "February"; and paragraph 3 of Article VII by substituting "for presentation on the printed ballots" for "for publication in the May issue of the appropriate journal."

Reason: Section Nominating Committees are unable to meet, because they are not elected until the last morning of the convention, and the present rule does not give sufficient time for them to reach agreement by mail and to get consent of the candidates whom they wish to put forward. The opportunity to make a nomination by petition has never been exercised, so that the earlier dates are practically unnecessary.

2. In paragraph 1 of Article VI, (A) to delete "and in an Executive Committee"; and (B) to add "The Executive Committee shall conduct the business of the Council subject to the directions of the Board of Directors."

Reason: The present wording might raise a doubt of the paramount authority of the Board of Directors. No conflict of authority has ever arisen. (The Board is, of course, subject to the actions of the Annual Business Meeting. Paragraph 6 makes this quite clear.)

3. (A) To amend paragraph 8 of Article VI by deleting "and a secretary-treasurer" and adding "and" before "second vice-president."

(B) To amend paragraph 9 of Article VI by deleting "one for secretary-treasurer;" on line 7 by adding "Executive" before "Secretary;" and on line 14 by substituting "Executive Secretary" for "Secretary-Treasurer."

(C) To amend Article VI by deleting Paragraph 12.

Reason: If the Executive Secretary is to handle the Council money and to attend the meetings of the Executive Committee, he may perform all the functions now performed by the Secretary-Treasurer. Reducing the number of members of the Executive Committee will reduce the expense of its meetings, especially the customary one in February. Actions of the Executive Committee are usually unanimous and no important action has ever been taken with more than two dissenting votes.

4. To amend the By-Laws by adding "The Executive Committee shall employ an executive secretary who shall perform the functions of secretary and treasurer, and such duties as the Executive Committee may designate."

Reason: Last year the Executive Committee asked the Board of Directors that it be given authority to make such an appointment. The Board unanimously approved. The amendment gives the arrangement permanent status, and makes the appointment mandatory.

CONVENTION PROGRAM OF THE NATIONAL COUNCIL

Partial

LOS ANGELES, Nov. 26-28, 1953

FRIDAY MORNING CONFERENCES, 9:15-10:25

Theme: "TURN EAST, TURN WEST"—for Intellectual and Professional Stimulation

I. From Supervisors and Co-ordinators—Progress in Curriculum Planning

Presiding, Virginia Belle Lowers, Los Angeles Public Schools

In Seattle—Edna L. Sterling, Seattle Public Schools

In Georgia—Bernice Freeman, Troup County Schools, LaGrange, Georgia

In Denver—Robert Page, South High School, Denver

(Topic Pursued in Discussion Group A)

II. From Those Who Train Teachers—A Broad Basis for Training Teachers of English

Presiding, Lennox Grey, Teachers College, Columbia University

Panel Members:

Harold B. Allen, University of Minnesota

Lauren L. Brink, San Francisco State College

Margarete Teer, Louisiana State University

Paul Witty, Northwestern University

(Topic Pursued in Discussion Group B)

V. From the Elementary Committee of the Council's Commission on the English Curriculum—Co-operative Planning of the Language Arts Program

Presiding, Helen Heffernan, California State Department of Education

Panel Chairman, Helen Mackintosh, United States Office of Education, Associate Director of the Commission on the English Curriculum

Panel Members:

Althea Beery, Cincinnati Public Schools

Mildred Dawson, Appalachian State College, Boone, North Carolina

Elizabeth Guilfoile, Cincinnati Public Schools

Grace Rawlings, Baltimore Public Schools

Ruth Strickland, Indiana University

(Topic Pursued in Discussion Group E, Second Series)

VIII. From the World of Language as Art—Personal Values of Language

Presiding, Loretta Scheerer, Redondo Union High School, General Chairman, Los Angeles Committee on Arrangements

Storytelling, the Earliest of the Arts—Mabel Rice, Whittier College

Personal Development through Creative Writing, Grant Redford, University of Washington

Adolescents Seek Self-Expression through Dramatics—Jim Collins, McCallum High School, Austin, Texas

The Theater's Contribution to Youth—Ralph Freud, University of California, Los Angeles
(*Social Values of Language Discussed in Section H; Folklore, in Section L, Second Series*)

DISCUSSION GROUPS, 10:30-12:00

A. *How Can Supervisors and Teachers Work Together Effectively?*

Discussion Leader, Arno Jewett, United State Office of Education

Discussants: Don Anderson, Parker School, Oakland; David Bishop, Louisville Public Schools; Alice Fuller Dunham, Tucson Public Schools; Myrtle Gustafson, Oakland Public Schools; Helen I. Hanlon, Detroit Public Schools; Vincent Leonard, San Francisco Public Schools; Elizabeth Noel, Yolo County Schools, Woodland, California; W. C. Sorenson, Idaho State Department of Education; Marion Zollinger, Portland, Oregon, Public Schools.

Recorder, Barbara Hartsig, Orange County Schools, Santa Ana

B. *How Should Today's Teacher of Language Arts Be Trained?*

Discussion Leader, Margaret Hannon, Los Angeles Public Schools

Discussants: George N. Dove, East Tennessee State College; Donald Emery, University of Washington; Anna Bose Hart, Brigham Young University; Leland Jacobs, Teachers College, Columbia University; John Searles, University of Wisconsin; William Sutton, Ball State Teachers College, Muncie, Indiana

Recorder, Thelma McAndless, Roosevelt School, Michigan State Normal College

E. *What Are Promising Practices in Language Arts, Elementary Level?*

Discussion Leader, Grace Dreier, Los Angeles County Schools

Discussants: Naomi Chase, University of Minnesota; Gladys W. DeVoss, Glendale, California; Marion Edman, Wayne University; Neva Hageman, Long Beach Public Schools; Elsie D. Hammond, Brentwood School, Los Angeles; Mabel Jorgensen, Kettleman Elementary School, Kettleman City; Bernard Lonsdale, California State Department of Education.

Recorder, Elsie Ettinger, City Terrace School, Los Angeles

FRIDAY NOON

Books for Children Luncheon, 12:30 Friday with Doris Gates as speaker

*

Huntington Library Tour starting at 2:30 Friday; TV and radio tours at 4:05

Banquet speakers Dore Schary and Frieda Hennock (FCC)

Public Relations and Affiliates Breakfast (together) Saturday morning

ELEMENTARY SECTION

SATURDAY MORNING, 9:30-11:00 A.M.

Presiding, Mildred A. Dawson, Boone, North Carolina; Chairman of Elementary Section*Topic*: Putting the Curriculum Commission Report to Work*General Program*

The Elementary Language Arts Program as Envisioned by the Curriculum Commission—Dora V. Smith, Director of the Commission

The Potential Contribution of Television, Radio, and Other Mass Media to the Language Arts Program—David H. Russell, University of California

Group Discussion: Implementing a Modern Language Arts Program

Panel: Veda L. Bear, Denver Public Schools; Grace Rawlings, Baltimore Public Schools; Virginia Reid, Oakland Public Schools; Ruth Strickland, Indiana University; Mildred Swearingen, Florida State University; Marion Zollinger, Portland Public Schools

PHONICS STUDY AND WORD ANALYSIS II

(Continued from Page 379)

Many children do need help in the mastery of phonic skills although some appear to make satisfactory progress in reading without formal phonetic instruction. Therefore, a system of careful diagnosis should precede this type of instruction at all levels. Many workers agree that phonic instruction is particularly effective with disabled or very retarded readers.

The value of phonic approaches with very poor readers is suggested by the work of the writer in association with Norma Olson. In this study, work began with experience charts. After a basic stock of sight words was mastered, phonic exercises were introduced. These exercises were designed to give practice in the application of principles formulated by the pupils

themselves. With older pupils this approach proved particularly successful.⁶⁵

It is well to remember that many basal reading programs give adequate attention to phonics to meet the needs of most children. If children fail to acquire competency under such a program, it is perhaps desirable to introduce some special approach. However, this work should always be articulated closely with the basal program and care should be taken to make the entire approach individually appropriate and meaningful.

⁶⁵Paul Witty and Norma Olson. "Non-readers in the High School—Two Case Studies." *Exceptional Children* (Vol. XVIII) March 1952, pp. 161-167, 186.

The Educational Scene

Edited by WILLIAM A. JENKINS¹

"Reading is Fun" will again be the slogan for National Children's Book Week celebrated this year from November 15-21.

The 1953 Book Week poster has been designed by Jan Balet, and the Book Week streamers have been designed by Ida Scheib, Ursula Koering, Leo Politi, and Maurice Sendak. Mr. Balet has pictured big brother reading to his two book-toting sisters, and their dog. The poster, 17" x 22", in five colors, became available on September 1 at 35 cents with reductions on quantity orders.

Besides posters and streamers, Book Week materials available from the Children's Book Council include full color bookmarks reproducing the Book Week poster; two new recordings: "Reading is Fun" by Ruth Gagliardo, Chairman of Reading and Library Service of the National Congress of Parents and Teachers, and a reading of A. A. Milne's "The King's Breakfast" by Frederic Melcher, donor of the Newbery-Caldecott medals. These and other materials are listed in a free manual issued by the Children's Book Council, 50 West 53 Street, New York 19.

Plans for three big book fairs have already been announced: The Chicago *Tribune* Fair, November 14-22; the Washington *Post* Fair, November 15-21; the Cleveland Fair, November 2-8. Between 1,000 and 3,000 books will be exhibited with programs of social and cultural events. Some of the most distinguished men and women in the children's book field will participate. Parents, children, librarians, and school teachers may find them events not soon forgotten.



The *Child Growth and Development Chart* developed by the Curriculum Committee for

Health, Physical Education and Safety in the Elementary School of Washington, D. C. has just been published in expanded, inexpensive form by Arthur C. Croft Publications, New London, Conn.

In a tabular presentation the chart shows the physical growth and characteristics and the emotional and psychological needs of children in five age groups ranging from under five to sixteen.

Clearly recognizing the fact that all children do not develop at the same rate or in the same way, the chart groups the ages in three-year clusters. Thus, the growth and development, the characteristics and the needs of children 8, 9, and 10 are treated together, with differentiation for sex when necessary. In this way the parent is not led to expect clear-cut changes in characteristics at a certain age, but to anticipate a gradual development from one stage to another.

An additional item of interest is a discussion of the way in which the school attempts to correlate its knowledge of children's growth and development with its curriculum. Put in the form of questions frequently asked by parents, this section is a clear explanation of current educational knowledge and practice.

Copies of the *Child Growth and Development Chart* may be purchased from Arthur C. Croft Publications, 100 Garfield Ave., New London, Conn. Price 50 cents per chart, with a minimum order of two charts.



Unfortunately, the notice here comes too late to be of use this school year, but teachers

¹Wisconsin State College, Milwaukee.

may wish to file a reference to *Happy Journey: Preparing Your Child for School*, published recently by the NEA and the National Congress of Parents and Teachers. The pamphlet may help to reassure parents who have forgotten what kindergarten is like, and may save teachers and principals many breathless moments of explaining to each child's parents what their child can expect.

Happy Journey makes these stops:

School—and your five or six
and what he learns
a happy place
is your child's job
a place to tend to one's belongings
a place to try, to practice
a place to talk
a place to make friends
a place to be ourselves
a place of books
a healthy place
a safe place
a place for parents

Happy Journey may be ordered from the Department of Elementary School Principals, 1201 Sixteenth Street, N.W., Washington. Price 30 cents



We'd like to list the Henry Holt and Company's description of a good language program to the growing list of English curriculum objectives. Holt's latest *Service Bulletin*, titled "Attaining Language Literacy in Our Secondary Schools," says that a good language program provides for this development:

—by presenting language as a three-step cycle of reception, reflection, and expression, with added emphasis on reflection;

—by furnishing realistic applications for the various aspects of language, since usage functions when and where the need for it arises;

—by allowing for the differences in individuals because 'it is normal to be different';

—by maintaining a careful integration and balance of the various language abilities;

—by measuring its value according to the service it gives the individual;

—by offering a sequence geared to the growth and development stages of youth;

—by contributing opportunities for deepening and varying experiences which will extend the student's horizons and enable him to develop a discriminating sense of values and appreciations;

—by integrating the supporting skills and content in proper sequence without overlooking the means for the systematic or logical presentation of subject matter when it is needed;

—by stimulating and motivating the student to improve his language power through the natural situations to be found in group work;

—by furnishing ample, meaningful, and varied practice as needed in all skill areas;

—by planning a definite organization centered around a problem and its solution in such a way as to insure the maximum integration of the various aspects of language with social goals;

—by using a sequence of evaluation that is both a measurement of progress toward known goals and a step to further learning.

The *Holt Service Bulletin* is free to teachers, supervisors, administrators, and teachers-in-training. Copies will be sent upon request from one of the nearest Holt offices, which are located in New York, Chicago, and San Francisco. Advertising is at a minimum in the pamphlets.



Information about the UN has become so abundant that it may be difficult to decide what is really needed in your classroom. To help with the job of knowing just where to go to find what, the Department of State has issued a

bulletin titled *Where to Go for UN Information*. The bulletin lists official sources, centers and libraries, voluntary organizations, literature and publications, speakers, information for editors, radio and television, and visual aids.

Where to Go for UN Information may be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington 25. Price 15 cents.



A survey recently held by the Connecticut Parent-Teacher Association to find out what parents think about television as it affects their children and their family life, revealed these conditions: a great majority of the parents said their children read as many books, played outdoors as much, and went to church just as frequently as before there was a set in the house. Three parents out of five believed that TV had encouraged their pre-school children to read. Only 43 parents out of 4,650 participating felt that the family had less time together since the arrival of their television set. Seventy-four per cent of the parents favored having the state department of education build a television station and offer educational programs of their own choosing.



Free and Inexpensive Teaching Aids for the Language Arts, compiled by Dr. Irwin J. Sulaway of Chicago Teachers College and published as a supplement to the *Chicago Schools Journal*, may prove useful to many language arts teachers. Unlike many of the compilations of easily obtained aids, this booklet lists items useful principally to the English teacher.

The listings are in two major categories, elementary and secondary. Materials listed include films, charts, bibliographies, filmstrips, pamphlets, and the like. Most of the items cost under one dollar, and all are under two dollars. Listing categories are reading, literature, oral

and written communication, the mass media of communication, and audio-visual aids. A Directory of Sources completes the booklet.

Information on the availability of the pamphlet was not given in the copy sent to this column but it is suggested that interested teachers write to the Editorial Office, *Chicago Schools Journal*, 6800 Stewart Avenue, Chicago 21, to obtain a copy.



Here are the Junior Literary Guild selections for the month of October, 1953:

For boys and girls 5 and 6 years of age: *Jupiter and the Cats*, by Alice E. Goudey, Scribner's Sons, \$2.00.

For boys and girls 7 and 8 years of age: *Proud Pumpkin*, by Nora S. Unwin, Aladdin Books, \$2.00.

For boys and girls 9, 10, and 11 years of age: *Cochise: Apache Warrior and Statesman*, by Edgar Wyatt. Whittlessey House, \$2.50.

For girls 12 to 16 years of age: *How Do I Love Thee?* by Helen Elmira Waite. Macrae Smith Company, \$2.50.

For boys 12 to 16 years of age: *Jack Davis, Forward*, by Leon Burgoyne. Winston, \$2.50.



New Material for Looking and Listening

For the Teacher: Understanding Movies, a 17-minute film planned to call attention to aspects of motion pictures that are significant as a basis for the appreciation of films, has been produced by Teaching Film Custodians, Inc., under the auspices of a committee of the National Council of Teachers of English.

A short introductory sequence develops the theme of greater enjoyment of motion pictures. This is followed by excerpts from five superior commercial films to illustrate excellence in five

fields: directing, acting, photography, editing, and art and music. These excerpts are from *Tennessee Johnson*, *The Good Earth*, *Treasure Island*, *David Copperfield*, and *Romeo and Juliet*.

The *Teachers' Guide* to the film, which has been prepared by the committee, goes into an excellently detailed discussion of each of the sequences in the film, and by itself is a very helpful guide containing suggested approaches to be used with other films. Activities before and after seeing the film are suggested and resource material is included.

The Committee to Cooperate with Teaching Film Custodians, Inc. wishes that teachers using the film send comments to them. Inquiries concerning rental or purchase of *Understanding Movies* should be addressed to the National Council of Teachers of English office.

The film has been favorably reviewed by the British Film Institute, and plans are under way to use it in British schools.

Films

Mary Had a Little Lamb. 10 min., black and white, sound, Coronet Films. The opening sequences of this film present a large, illustrated story book, "Mary Had a Little Lamb," and the narrator reads the story from the book. Then the story literally comes alive as a real Mary and her lamb appear and dramatize the story. The film closes with the narrator leading the class in singing "Mary Had a Little Lamb."

Courtesy for Beginners; Let's Measure: Inches, Feet and Yards; Barnyard Babies; Flipper, the Seal; Hoppy, the Bunny; Mittens, the Kitten; On the Way to School; Peppy, the Puppy. All for primary grades; from Coronet Films, Dept. N-353, Cornet Building, Chicago 1.

The Fun of Making Friends. 11 min., black and white, sound, Coronet Films. The film follows the case of Joey, a social outcast, and his

program for personality improvement. Grades 1-6.

Human Beginnings. 23 min., color, sound, Association Films, 347 Madison Ave., New York 17. Shows a first-grade class and their teacher talking about the baby expected in one of their homes. Grades 1-3.

Other Fellow's Feelings. 11 min., black and white, sound, Young America Films, Inc., 18 E. 41st St., New York 17. An open-end film presenting alternative courses of action for handling a classroom incident which hurts a girl's feelings. Grades 1-3.

Patty Garman, Little Helper. 11 min., color, sound, Frith Films, 1816 N. Highland, Hollywood 28. Follows six-year old Patty, who lives on a small farm on the West Coast, through one day's activities and interests. Grades 1-3.

Filmstrips

Transportation on Foot; The Wheel and Transportation; Animals in Transportation; Transportation in the American Colonies; Roads, Bridges, and Tunnels; The Railroad in Transportation; Transportation by Water; Transportation by Air; Modern Land Transportation: The story of transportation told in nine color filmstrips, each 23 frames, tracing it from prehistoric time to the present. Available through Eye Gate House.

Recordings

Mr. President, edited by James Fleming (news editor of NBC-TV's *Today*). RCA Victor album which traces 20 years of politics from FDR to Eisenhower with the voices of some of the chief players talking at the tops of their voices. Vital statistics on the album not available.

Bird Calls of Field and Forest. 33 1/3 rpm, Ficker Recording Company, Box 883, Old Greenwich Conn. Reproduces the songs and calls of 48 birds as caught during the best singing hours. \$7.95.

Professional Publications

Improving the Child's Speech. By Virgil Anderson. New York: Oxford University Press, 1953. College Edition \$4.00, Trade Edition \$5.50.

The author of this book says it is "primarily designed for the general teacher, the parent, and others who are interested in children's welfare and who would like to know more about some of the common speech problems of children and what to do for them." The book opens with a discussion of the educational problems involved in speech improvement, and then treats of the nature and development of speech. It offers suggestions for recognizing speech disabilities and relates personal problems and speech problems. Chapters are devoted to each of the following speech problems: delayed speech, articulatory disorders, substandard speech, nasal speech, vocal disorders, stuttering, and hearing loss. The final chapter presents ways of integrating speech training with the general school curriculum.

The organization of the book is quite logical. The first four chapters are kept quite general and the chapters on the specific disorders are arranged to treat of causes, diagnosis, and therapy. An attempt is made to define terms in non-technical language so that the layman will be able to read the book with ease. This reviewer feels that the material on causes and diagnosis is superior to that on therapy, and in this way the book fails to live completely up to its title which suggests *how*, rather than *what* or *why*. For the teacher or parent with some prior introduction to speech correction the book will probably be helpful, but for the person completely ignorant of speech correction principles and practices, there is little to incite enthusiasm.

Kenneth Burns

The University of Illinois

Your Child Learns To Read. By A. Sterl Artley. Chicago: Scott, Foresman & Co.

In the foreword of this book, Dr. William S. Gray points out that the interest of parents in the processes and methods by which their children acquire the ability to read has been reflected by the numbers and types of questions which are being directed to the schools. Artley's book is designed to give parents a clearer understanding of the types of problems faced by teachers and discusses specific ways in which parents can help.

Your Child Learns To Read is geared to one reading program and the series used in implementing that program. This may limit its appeal but it does not detract from the fact that the volume is well-conceived and based on principles basic to any good reading series. Chapters are entitled: "Your Child Needs to Read," "Your Child Gets Ready to Read," "Your Child Begins to Read," "Your Child Grows in Independence," "Your Child Uses His Reading," and "Your Child Develops Reading Interests and Tastes." Each of the six chapters has a section devoted to questions of parents which are answered in light of research findings and good practices as viewed by the author. An appendix presents lists of books suitable for the home library for children from pre-school age through early adolescence, as well as books and pamphlets on child guidance.

Parents have an important role to play in the reading program of the school and this book is a good guide. It is unique in its conception and is likely to be the forerunner of similar volumes. It is worthy of thoughtful reading by parents and teachers.

Walter J. Moore

The University of Illinois

BOOKS FOR CHILDREN

EDITED BY MAY HILL ARBUTHNOT

[May Hill Arbuthnot is well-known as teacher, writer, and lecturer in the field of children's books. She is author of the volume, *CHILDREN AND BOOKS* (Scott, Foresman, 1947) and editor of the new *Arbuthnot Anthology of Children's Literature*, Scott, Foresman, 1953.]

A Last Look at Books of 1952

Big Tiger and Christian. By Fritz Mühlenweg. Illustrated by Raffaello Busoni. Pantheon Books, 1952. \$4.95. (12—)

This adventure story of nearly 600 pages is perhaps last year's finest book for superior readers. Certainly, no one who is capable of sustained and fluent reading will be able to leave it unfinished. The time is 1922 and the place—war-torn China. Christian is the son of an English doctor living in Peking. Big Tiger is a Chinese boy. The two of them are trapped



From *Big Tiger and Christian*

in a tunnel with some Chinese troops and are sent on a long and difficult mission by General Wu-Pei-Fu with a secret message for the Governor of Sinkiang. Their adventures with decent folk, villains, and a magnificent robber chief who honors them with his friendship, are

utterly absorbing. The two twelve-year-olds are resourceful and cheerful. There is a lovable girl, Sevenstars, a poodle for comic relief and a panorama of people, places, and hairbreadth escapes that are unforgettable.

Jareb. By Miriam Powell. Illustrated by Marc Simont. Crowell, 1952. \$2.50. (10-14)

Jareb loves two things deeply—Sawbuck, his hound dog, and loblolly pines of his native Georgia. But everything goes wrong at once. Sharp-tongued Maw votes against keeping the no account dog, the turpentiners threaten the pines and Paw's crops fail in spite of his hard work. The dialect of illiteracy makes this book hard reading but in no wise lessens the appeal of the story and the heart-warming characters. There is proud, gentle Paw trying in vain to wrest a living from the eroded soil. There is Maw, the stern realist and Gabe, the much too shrewd older brother, who grows up only after tragedy strikes. Jareb himself is lonely and worried, but he accidentally solves the mystery of the repeated forest fires and his problems resolve themselves as unexpectedly as they began. This is a thoughtful, tenderly wrought story, not without humor, which will give young readers a new respect for hard pressed human beings.

Family Grandstand. By Carol Ryrie Brink. Illustrated by Jean MacDonald Porter. Viking, 1952. \$2.50. (10-13)

Children's books have presented families of almost all varieties but here at last is a professor's family, with a football hero mowing the lawn, the football field almost next door and the children's interests centered in the football games which they can watch from their tower window. How the three children save their football hero from flunking his chemistry, persuade their father to let them park cars for money and even rescue poor Dumpling from the dark suspicion of being a genius, makes very amusing reading. This is one of Mrs. Brink's liveliest stories and one of her most winning family groups.

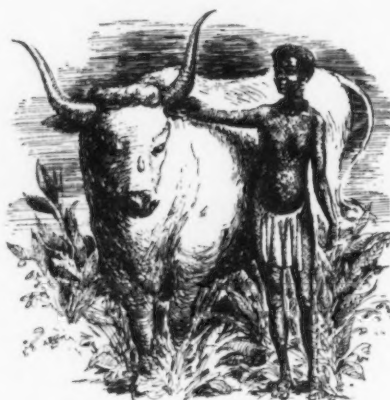
Bright Days. By Madye Lee Chastain. Illustrated by the author. Harcourt, 1952. \$2.25. (9-12)

Like Miss Chastain's *Loblolly Farm* and *Steamboat South* this book has warmth, humor, and a delightful assortment of characters. There are the multitudinous Fripseys, Marcy, the heroine, a beloved teacher, Miss Dinwoodie and a villain too, the beautiful and hateful Gwynn, who must always win everything. Marcy is so entranced with the Fripseys, especially her friend Patty that she can almost, but not quite, forget the spoiled Gwynn. But it is not until Marcy resists the opportunity to get triumphantly even with Gwynn, that the cloud really lifts and she knows that bright days lie ahead. The story is centered, not in the villainy of Gwynn, but in the unique and amusing family life of the Fripseys and the projects and teamwork of the school group. It is a girl's story and a pleasant one.

Thirty-One Brothers and Sisters. By Reba Paef Mirsky. Illustrated by W. Märs. Follett, 1952. \$2.95. (9-14)

This third book to receive the Follett Award, is an excellent story with which to acquaint children with primitive customs and culture. Nomusa is the daughter of a Zulu chief. Affectionate and generous, she loves her thirty-one brothers and sisters, admires the handsome

father of them all, but would rather grow up to be like him than like his many wives. Nomusa's ambition is to go on a hunt with her brothers and the men. This impossible wish is actually granted after she proves her skill and courage. However, by the time Nomusa returns to the village she is more than willing to grow up a woman and leave hunting to the men. If



From *Thirty-One Brothers and Sisters*

the story moves a bit slowly, it is because the author is intent on giving rich details of the country, the people, and their customs. The heroine and her multiple relatives are an appealing group.

Songs, Games, Ballet

We Are Thy Children. By Lois Lenski and Clyde Bulla. Illustrated by Lois Lenski. Crowell, 1952. \$2.75. (8-14)

In attractive picture book style, these twenty-nine hymns, written and illustrated by Lois Lenski with music by Clyde Bulla, are attractive both in appearance and content. Many of the songs are based on Bible verses. There are hymns of praise and thanksgiving and most of the songs emphasize those desirable social relationships with which Lois Lenski is so deeply concerned. Mr. Bulla's music is simple, and both the music and text have sincerity and joyousness. This is a book that schools, homes, camps, and Sunday Schools will welcome.

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The Swapping Song Book. By Jean Ritchie. Illustrated with photographs by George Pickow. Oxford, 1952. (7-14)

Jean Ritchie grew up in Kentucky family that sang at work, at play, when it felt gay, sad or reverential, when it rocked the baby or took to dancing. Here are twenty-one of their folk songs, with simple musical arrangements for musicians of limited skill. Guitar chords have been added. It is a vigorous and varied selection of songs to sing, to dramatize, to dance to and to cherish always. Even the young children can enjoy these lively songs from the Cumberland Mountains.

Dancing Time. By Satis N. Coleman. Illustrated by Vana Earle. John Day, 1952. \$2.25. (4-6)

Mrs. Coleman's *Singing Time* and *More Singing Time* have long been favorites with mothers and teachers of children of nursery school and kindergarten ages. This book will please the same groups. Here are simple, strongly accented rhythms for playing Indians, cowboys, rabbits, farm activities, airplanes and other dramatizations which children like to do to music. Excellent action pictures accompany each one.

The Little Ballet Dancer. By Monica Sterling. Illustrated by Helen Stone. Lothrop, Lee and Shepard, 1952. \$2.50. (6-10)

Our young ballerinas are going to adore Helen Stone's light and lovely drawings for this story of a French child's beginnings in the difficult art of ballet. The story itself may seem

a bit remote, but its emphasis on the laborious drills and disciplines of the dancer is a wholesome one. The small heroine's spontaneous and exuberant dancing brought her a tryout for the Ballet School of the Paris Opera. Her acceptance as a little "rat" meant the beginning of her toil—lessons all morning, dance drills all afternoon. The climax of the story is reached when Jeanne "takes fire," makes her first real stage appearance. This book will set many young feet to twinkling and even elderly ones may twitch momentarily.

On With Books of 1953

A Dance For Susie. By Lee Wyndham. Pictures by Jane Miller. Dodd, Mead. 1953. \$2.00 (5-9)

This latest book about ballet for young children is on more familiar ground. Six-year-old Susie is always being told by her friends that she is too young to do this or that. When she discovers that six is just the right age to begin ballet lessons, she is naturally delighted. Actually, what Susie studies is Pre-Ballet work—the strengthening exercises, the story-dances and the beginnings of the classic ballet positions. Accurate and delightful drawings illustrate Susie's activities and also those of the older and more skilled children. The story ends with Susie astonishing her school friends with her little dance for the school assembly. At the conclusion of the story, the author adds a much needed note of warning to parents against premature toe-dancing which, she says, should never start before nine or better still, eleven-years-old.

Five Unusual Picture-Stories

The Giant Story. By Beatrice Schenk de Regniers. Illustrated by Maurice Sendak. Harper, 1953. \$2.00 (3-6)

When Tommy's mother said, "Good morning, Tommy." Tommy said, "I'm not Tommy. I'm a —GIANT." And so he was, all day long. When he ate a prune it was the whole world he was eating. He couldn't play with his friend



From *The Little Ballet Dancer*

Betsy because he was too big but the things a giant could do were astonishing—like pushing away the clouds or picking up people and ships or letting an airplane light on your shoulder. And of course, a giant would never get sleepy. Only this giant did, until he wasn't a giant anymore but just Tommy asleep on his own front steps and carried off to his own bed by his own mother.

This is a charming story to read aloud and all the Betsys and the Tommys understand it perfectly. But there will be a difference of opinion about the illustrations. The publishers call



From *The Giant Story*

them "superb," the children accept them without a question, but teachers and parents argue about them. Some call them ugly and grotesque. Others like their bold colors and amusing contrasts of big and little. They are certainly not pretty but they have strength, and they are illustrations for a fantasy. After all, exaggeration is the essence of a dream.

A Hero By Mistake. By Anita Brenner. Illustrated by Jean Charlot. William Scott, 1953. \$2.00 (5-9)

This wise and witty fable has an unusual range in its age appeal. The story is deftly composed, the sparse line drawings reinforce the text and both have beauty of style and humor.

Of course, no one ever heard of a frightened Indian but that is what poor Dionisio was. After he had run away from his shadow, he would discover his folly, hit himself

on the head with his two hands and say, "What a silly I am!" When people laughed at him, he laughed too, so imagine his surprise when he found himself a hero. It was a mistake, to be sure, but when everyone thought he was brave, he tried to act brave, so they would not be disappointed. And soon he began to feel brave. Like all fables, the moral is underscored. But unlike most fables this one has humor, strong story interest, and a delightful hero.

Scrambled Eggs Super! By Dr. Seuss (pseud. for Theodore Seuss Geisel). Illustrated by the author. Random, 1953. \$2.50. (5—)

A librarian once said that she could never rise to a Dr. Seuss book until she read him aloud to a child and then, invariably, the spell caught her. This reviewer having read *Scrambled Eggs Super!* aloud until she can recite it and having followed small fingers as they point out detail after detail in those delirious, hilarious, "super de booper" pictures, can well understand what the librarian means. This is one of Mr. Geisel's most infectious ditties, with pictures that are sometimes merely cartoonish, sometimes rare satires (like the Twiddler Owls) and sometimes sheer beauty like the page on the Kwigger. You may like especially the Mop-Noodled-Finch or the Zummzian Zuks or the Moth-Watching Sneth but our tribe likes the Mt. Strookoo Cuckoo or the Ziffs and the Zuffs. Here are verbal nonsense jingles and tongue twisters with fantastic pictures that stretch the imagination. And this gay make-believe has never an adult or morbid overtone anywhere. However, let's hope this original and gifted young man comes back to his storytelling. Bartholomew and Horton merit some successors.

Silly Willy Nilly. Written and illustrated by Leonard Weisgard. Scribner's, 1953. \$2.50. (4-7)

Silly Willy Nilly was a forgetful baby elephant who paid no attention to the things his big mother told him he ought to have sense

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enough to remember. One day, when she started telling him again all the things he should remember, Willy Nilly got sick and tired of listening, so he just ran away. On his journey, he tried a number of brash tricks and was outrageously impertinent to all the animals he met until he encountered a very angry lion. From then on, Willy Nilly began to remember rapidly



From *Silly Willy Nilly*

all the things his mother had told him. He even learned one new item all on his own. This is a very funny picture-story, skilfully written and achieving a masterly and reassuring conclusion that delights the children. The pictures are both droll and beautiful.

Madeline's Rescue. Written and illustrated by Ludwig Bemelmans. Viking, 1953. \$3.00. (5-9)

Madeline has become a classic in everything but age. To write a sequel to satisfy the devotees of the "twelve little girls in two straight lines" would seem to be attempting the impossible. But Mr. Bemelmans has done it gloriously. In this story, *Madeline* is rescued from a well deserved drowning by a noble hound which becomes the adored companion of Miss Clavel

and the twelve little girls. How *Genevive*, the dog, is evicted by Lord Cucuface, how the broken-hearted little girls search for their pet all over Paris and how *Genevive* provides them with an electrifying surprise, makes about as satisfying a story as a child could ask for. Needless to say, Mr. Bemelman's pictures of Paris are colorful and exciting. The publishers, on the book jacket, have thoughtfully identified the locale of each picture. This does not greatly concern young readers who recognize all the details in the fights of the twelve little girls with no need for explanations. Color and excitement make this one of Mr. Bemelman's best, far too good to miss!

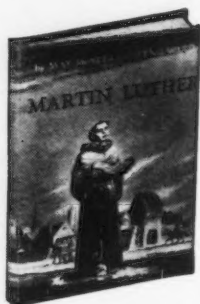
Candle in the Sky. By Elizabeth Bleeker Meigs. Illustrated by Dorothy Bayley Morse. Dutton, 1953. (11-14)

The story of Joan of Arc, whether it is told with the glowing pictures of Boutet de Monvel, in the drama of George Bernard Shaw, or in story form for children and youth as we find it in this book, is incredibly moving. Miss Meigs has fictionalized her characters, their words and relationships as she imagines them to have been. But she has kept them true to the spirit of the historical record. Young readers will not forget the Jean de Metz of this story, his devotion to the Maid and his encouragement in those dark moments when even her stout heart failed. The story moves towards its inescapable conclusion with tragic realism but, in its development, there is a joyousness too—Joan's earthy enjoyment of the outdoor world, the farm girl's delight in the velvety nose of a little donkey, and shining through her every word and act, the proud consciousness of her mission. The author tells this story with such a tender regard for the human side of Joan and such faith in her divine guidance that it is easy to believe in the Maid's ability to inspire her followers, even the weak Charles de Valois whom she saw crowned. The dramatic quality of the story is caught in the illustrations. For children old enough to see the triumph in the

tragedy, this is a choice book to be read and re-read.

Martin Luther. By May McNeer and Lynd Ward. Illustrated by Lynd Ward. Abingdon, 1953. \$2.50. (9 —)

This collaboration of a major writer and illustrator invariably results in a fine and unusual book. *Martin Luther* is a hero worthy of their mettle. But Luther and the development of the Protestant Reformation are historical subjects of great complexity. To make them understandable to children and youth would seem to require as full a treatment as Elizabeth Janet Gray, in her book *Penn*, gave to the rise



From *Martin Luther*

of the Quaker movement and the conflicts it set off in the Penn family and in England. Even so, in a much shorter book, May McNeer has given a surprisingly vivid picture of the violent changes in the life and thinking of Martin Luther and its effect on the age. If the slow growth of a movement is necessarily tele-

scoped in the interest of brevity, the main events in Luther's life are there and the warmth and buoyancy of his personality shine through. These qualities, together with his love of music, especially singing, and his remarkable intellectual force, make it easy to understand how and why he was able to influence great masses of people and bring them around to his point of view.

"The Father of the Reformation" began life as the son of a poor man. His native gifts carried him through the University with a brilliant record and he began the study of law. His father was outraged when Martin turned from law to become a monk. Intensely devout and selfless the young monk was horrified by some of the corruption he saw within the church. When he finally left the priesthood, he swept hundreds of young men and women along with him, out of the cloisters back to service in the world. The movement grew. Later Luther married and although he lived under the continuous threat of being burned at the stake, he had six children and enjoyed an ideally happy family life, joyous and singing to the last.

Luther's story is told from the standpoint of Protestant historians. It will give young readers an insight into the fact that our modern ideal of religious tolerance has grown out of bloodshed and violence. It is a stirring story of turbulent times. Mr. Ward's pictures have warmth and rare interpretative power.



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